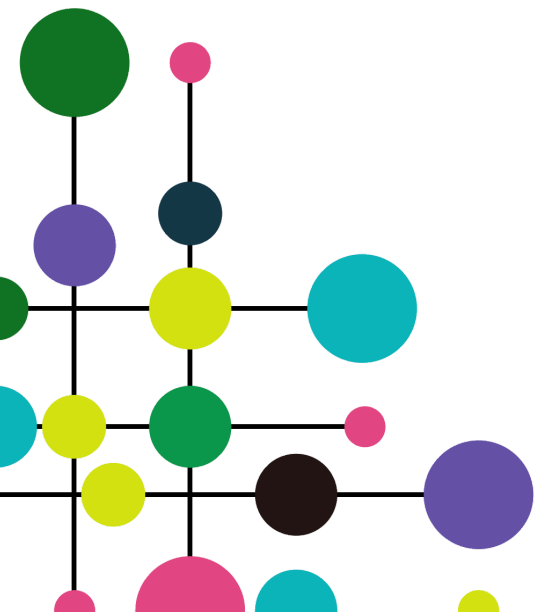


MAT COMPLAINTS POLICY

MAT Version	1.0
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If you require a copy of this procedure in a particular format, for example large print, please contact the School.

Introduction

All academies and trusts **must** have a complaints procedure, which must meet the requirements in the standard at the [Education \(Independent School Standards \(England\) Regulations 2014](#) Schedule 1, Part 7. As the complaints policy is based upon [Part 7 of the Education \(Independent School Standards\) Regulations 2014](#), it only applies to complaints from parents/carers of pupils at our schools, regarding their child. This policy must be made readily available to parents by our individual schools.

The Executive Board of *Robin Hood MAT* has approved the following procedure for all schools within the Trust which explains what you should do if you have concerns or wish to make a complaint and how your complaint will be dealt with.

The Trust and its schools intends for all concerns or complaints to be dealt with:

- Fairly;
- Openly; and
- Promptly;

This procedure applies to all concerns or complaints, except for those which relate to:

- **Admissions to schools**
For school admissions, please refer to individual schools admissions policies
- **Statutory assessments of special educational needs**
Concerns about statutory assessments of special educational needs should be raised directly with local authorities.
- **Matters likely to require a child protection investigation**
Complaints about child protection matters should be handled:
 - under the school's child protection and safeguarding policy
 - in accordance with relevant statutory guidance
- **Exclusion of children from school**
Further information about raising concerns about exclusions is available in the [School discipline and exclusion](#) guidance.

However, complaints about the application of the behaviour policy can be made through the school's complaints procedure.

- **Whistleblowing**

Robin Hood MAT has an internal whistleblowing procedure for its employees, including temporary staff and contractors. Whistle-blowers are deemed to be someone with privileged knowledge. These may be:

1. Members of staff (eg teachers, principal, administration support employees)
2. Volunteers (eg trustees, governors)

The Secretary of State for Education is the prescribed person for matters relating to education for whistleblowers who do not want to raise matters direct with their employer. Concerns can be raised with ESFA using their [contact form](#).

- **Staff grievances**

Complaints from staff should be dealt with under the school's internal grievance procedures.

- **Staff conduct complaints**

Complaints about staff are dealt with under the school's or trust's internal disciplinary procedures, if appropriate. However, a parent may raise a complaint about a staff member directly or indirectly. Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, complainants will be notified that the matter is being addressed and enable the parent to progress through the school's complaint procedure. Complaints against staff are dealt with by the head teacher or someone they designate to, such as a deputy. The complaints procedure would then be followed including a panel hearing if applicable.

- **Complaints about services provided by other supplier who may use school premises or facilities**

The individual schools should direct complainants to follow the external provider's own complaints procedure for those hiring the academy facilities. Our individual schools have a responsibility to ensure that any third-party supplier has its own complaints procedures in place if they are using school premises or facilities to offer community facilities or services.

- **Withdrawal from the curriculum**

Parents and carers can withdraw their child from any aspect of Religious Education (RE), including the Daily Act of Collective Worship (DACW). They do not have to explain why.

If parents or carers are not satisfied with the handling of a request to withdraw their child from RE or the DACW, the complaints procedure should be followed.

The right of withdrawal does not apply to other areas of the curriculum where religious matters may be spontaneously raised by pupils or arise in other subjects such as history or citizenship.

As public bodies, the Secretary of State for Education expects academies to handle complaints from people who are not parents of children at the school respectfully and expediently and this is something also expected by The Executive Board of Robin Hood MAT. Where complaints are not from parents of children within the school, our schools are not obliged to follow this complaints policy.

You can access policies relating to the above matters on the School's website or ask for a copy from the School, or by contacting the other organisation which operates a service on the School premises.

We expect that when responding to a complaint, our schools advise the complainant of any escalation options at each stage of the procedure – for example, when communicating the outcome of the stage 1 process, include the details of the stage 2 process.

As a Trust, we want to ensure our schools treat complaints fairly, openly and promptly. If a complainant is obstructed from completing the complaints procedure, they could contact the CEO of Robin Hood MAT and the ESFA.

We will not normally investigate anonymous complaints, however, the Head teacher or Chair of Governors if appropriate will decide if the complaint warrants investigation.

Stage 1 - Informal Complaints

Resolving Concerns Informally

It is in everyone's interest that concerns are resolved at the earliest possible stage, before they become formal complaints. Many issues can be resolved informally, without the need to invoke formal procedures. As a Trust, we urge our parents to make contact with the school and raise their concerns initially.

The School encourages anyone with a concern to address it informally by contacting the School office or by raising it with their child's class teacher, or their manager, in the first instance. We hope that they will either be able to address the concern on the spot, or they will be able to arrange to discuss it further at a mutually convenient time. The Head Teacher and Chair of the Local Governing Body/Advisory Board will not routinely be involved in resolving informal concerns but, in exceptional circumstances, appointments can be made with them by contacting the School. It will be for the Head Teacher and/or Chair of the Local Governing Body/Advisory Board, to determine if the circumstances are exceptional and if it is therefore appropriate for them to become involved at the informal stage.

We request at the earliest stage that you are asked by the school what you think might resolve the issue – an acknowledgement that the school could have handled the situation better is not the same as an admission of unlawful or negligent action.

If after raising concerns informally, the complainant is not satisfied with the outcome, the written formal complaints procedure outlined below should be followed.

Observing Confidentiality

Where possible complaints will be dealt with confidentiality and, where the Local Governing Body/Advisory Board is involved, we will avoid sharing details of the complaint with the whole Governing Board except in very general terms. We would also ask you to observe confidentiality and not discuss complaints publicly, or via social media. Our schools will request written consent from the complainant before disclosing information to a third party.

The School maintains a centrally held record of formal complaint forms (see 6 A) and documentation referred to as part of the complaints process. You have a right to request copies in accordance with the School's policy on dealing with Data Protection.

**In line with The Education Regulations 2014, correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.*

Safeguarding

Wherever a complaint indicates that a child's wellbeing or safety is at risk, the School is under a duty to report this immediately in accordance with the School's Safeguarding Policy which is available on the School's website.

Timescales

The School will endeavour to abide by timescales stated under each stage of the process below. Sometimes, due to the nature or complexity of the complaint, the School may need to set different timescales in which case you will be notified of the date and the reasons for the delay. The School will respond with these new time limits and you will be kept informed of progress throughout. allow a reasonable timeframe for complaints to be raised after an incident arises. We will consider complaints received out of term time to have been received on the first day after the holiday period.

The School will not investigate complaints that have been made more than three months after the event that led to the complaint, except in exceptional circumstances. If a complaint is received outside that time frame the Head Teacher or the Chair of the Local Governing Body/Advisory Board will decide whether the circumstances warrant the complaint being investigated.

Complainants will be treated fairly and offered a chance to state their case either in person or in writing, at each stage of the procedure.

If we have made reasonable attempts to accommodate complainants with dates for complaint meetings and they refuse or are unable to attend we can:

- convene meetings in their absence
- reach a conclusion in the interests of drawing the complaint to a close.

Stage 2 - Formal Complaints

If you remain unsatisfied after informally contacting the school to share your concerns, please follow the written complaints process outlined below:

Submitting the Complaint

If you want to make a **formal complaint** you should complete and submit a formal complaint form (**Appendix A**). **The ESFA requests all formal complaints should be in writing, however, if the complainant has sufficient reason, reasonable adjustments will be made to amend this.** If you would like to raise your complaint via another method, i.e. verbally or in person, please contact the School office although we ask that you still complete Appendix A.

All sections of the complaint form should be completed before it is returned to the School office. Receipt of the submitted complaint form will be acknowledged in writing within 10 School days (i.e. days which are not weekends, bank holidays or do not fall in the school holidays), and will confirm the name of the person who will investigate your complaint.

If the complaint is about the Head Teacher it will be referred to the Chair of the Local Governing Body/Advisory Board and then a panel hearing, if applicable. Complaints against individual governors are made to the clerk to the governing body, the clerk should then arrange for the complaint to be heard. This should be by the chair of governors and then a panel hearing if applicable. Complaints against the chair, the entire governing body or complaints involving both the chair and vice chair should also be sent to the clerk, who will then escalate the complaint to the trust board to investigate the complaint and hold the panel hearing

If the complaint is about the Trust, this should be sent to the CEO to investigate. If the complaint involves the CEO or a Trustee, this will be investigated by the Chair of the Executive board. If the complaint is about the Chair of the Executive Board, it should be referred to the Vice Chair for investigation and hold any panel hearings. Panels will be a completely independent panel with at least one member being independent of the running and management of the Trust, not being a Trustee or an employee of the Trust.

Investigating the complaint

As part of their investigation, the person investigating your complaint may contact you, and any other person that they consider necessary, in order to consider the issues raised in the complaint.

The person investigating your complaint will also review any documentation provided in support of your complaint, and will review any other documentation that they consider relevant. It may be necessary for the person investigating to request further information or documents from you, or from others, before the investigation can continue.

After considering the available evidence, the person who investigated your complaint will decide that either:

- 1) The complaint is upheld, in which case they will decide upon the action that the School is willing to take to resolve the matter;
- 2) That the complaint is not upheld; or
- 3) That the complaint is partially upheld in which case they will decide upon the action that the School is willing to take to resolve the upheld part of the complaint.

You will receive either an update or notification of the decision and an explanation of the reasons for it in writing within 20 School days of the date of the letter which acknowledged receipt of your complaint form. Updates will explain why the investigation is still on-going (e.g. because further documents have been requested) and estimate when the investigation is expected to conclude. The written notification will also explain how you can request a review of the decision if you are dissatisfied with the response.

Stage 3 - Panel Hearing

Reviewing the Decision

If you are dissatisfied with the decision made at stage 6B then you can ask for a hearing to review the decision before a panel appointed on behalf of Robin Hood MAT by the Local Governing Body/Advisory Board.

The aim of the panel hearing should be:

- reconciliation
- to put right things that may have gone wrong

The panel will consist of at least 3 people who were not directly involved in the matters detailed in the complaint and who have had no prior knowledge of the complaint. One panel member will be independent of the management and running of the school and will not have had any involvement with the management and running of the school.

To request this, complete the review form at **Appendix B** and submit it to **Emma Woodhouse, Clerk to the Trust, Robin Hood Multi Academy Trust, 77 Pitmaston Road, Birmingham, B28 9PP (please mark the letter as URGENT)** within 20 school days of the date of the decision letter. If you would like to ask for a review via another method, i.e. verbally or in person please contact the school office.

For schools within a multi-academy trust (MAT), the ESFA would still suggest that the independent member should have no association with the trust. However, with the exception of the MAT's trustees, the ESFA are satisfied that a governor, from a local governing body at a different school within the MAT, who has no conflict of interest or prior knowledge of the complaint, can be an independent panel member. This is because such person would have no direct involvement with the management and running of the school being complained about.

An acknowledgment of your review request will be sent within 5 School days informing you of the date and time that the Panel intends to review the complaint. The meeting will be held within 20 school days from the date of the acknowledgment letter.

The following parties will be invited to attend the review meeting:

- You, i.e. the complainant
- the person/people who made the decision at stage 6B; and
- any other relevant parties identified by the Panel e.g. witnesses.

You are entitled to bring a friend or colleague to the review meeting. If the subject of the complaint is a member of staff then they will be invited to attend and can bring a friend or colleague. You should notify the Panel if you intend to bring someone to speak on your behalf.

The Panel does not usually consider it necessary for legal representatives to be present at the meeting. If you intend to bring a legal representative to any review meeting, you should notify the Panel at least 5 school days in advance of the meeting date, as well as provide a clear explanation for why you believe a legal representative should attend. The Panel will consider and respond to your request, but has absolute discretion to refuse attendance by legal representatives if it considers this appropriate.

The Panel determines the procedure followed at the review meeting. In doing so it shall refer to the description of role and responsibilities of the Complainant, Clerk to the Panel, Chair of the Panel and Panel members as it is set out in the Department for Education (DfE) best practice advice for School Complaints Procedures.

The Panel will consider the relevant information and representations made before deciding whether the decision made at stage B:

1. Is upheld, in which case they will decide upon the action that the School should take to resolve the matter;
2. Is not upheld; or
3. Is partially upheld in which case they will decide upon the action that the School should take to resolve the upheld part of the complaint.

The Clerk to the Panel will write to the complainant, the School's Senior Management Team and, where necessary, the person being complained about explaining the Panel's conclusion and reasons for any decisions (including findings and recommendations) within 10 School days of the meeting.

This is the final stage in the School's internal complaints procedure. A copy of the minutes will also be issued to the complainant. These may be subject to necessary redactions.

*A written record of Panel findings and recommendations are available for inspection on the school premises by the complainant, (where relevant) the person complained about, the proprietor and the headteacher.

**A written record is kept of all complaints that are made in accordance with sub-paragraph (e) of The Education Regulations 2014. This record will outline whether they are resolved following a formal procedure or proceed to a panel hearing and actions taken by the school as a result of those complaints (regardless of whether they are upheld). Our individual schools will determine who is responsible for these records and to make sure the data is kept secure.

In line with the IRMS toolkit, these records will be kept for:

- Major complaints: current year + 6 years.
- If negligence involved then: current year + 15 years
- If child protection or safeguarding issues are involved then: current year + 40 years

Under the General Data Protection Regulations (EU) 2016/679 (GDPR), data must not be kept longer than is necessary.

Correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

There may be occasions where complaints are made or continue to be escalated after a child has left the school. On changing schools, the pupil's educational record is transferred to the new school and no copies are retained. Our schools can consider holding records of complaints separate to their pupil records (while a complaint is ongoing) so that access to them can be maintained. As information generated by a complaint may not form part of the pupil record, our schools will store this information securely and confidentially. This will not be kept longer than is necessary.

Procedural Review of the Panel

If the same issues are raised with the School following the Panel review then, in exceptional circumstances, the decision making process and procedure followed by the panel will be reviewed by representatives of the Executive Board of Robin Hood Multi Academy Trust. If, following this procedural review, the decision making process of the Panel was found to be inconsistent or flawed then the Executive Board will convene a Trust Panel to review the complaint - this will only occur where procedural inaccuracies or flaws in the process have been highlighted. Where due processes have been followed, the decision of the Panel in section 6C will be final.

The School follows the advice published by the DfE on dealing with serial and persistent complainants.

Escalating the complaint beyond the School

If, having completed the complaints process, you remain dissatisfied with the School's response you may wish to refer your complaint to:

- The Education Skills Funding Agency (ESFA) who are able to consider complaints about an academy's complaints procedure or allegations of a breach of the academy funding agreement.
- Ofsted, who can consider complaints about the School as a whole, but not complaints about individual pupils.

Serial Complaints

Robin Hood MAT is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. We will not normally limit the contact complainants have with our schools. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

Robin Hood MAT defines unreasonable behaviour as that which hinders our consideration of complaints because of the frequency or nature of the complainant's contact with the school, such as, if the complainant:

- 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 cooperate with the complaints investigation process
- refuses to accept that certain issues are not within the scope of the complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which they expect to be taken into account and commented on
- 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 Department for Education
- seeks an unrealistic outcome
- makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with
- uses threats to intimidate
- uses abusive, offensive or discriminatory language or violence
- knowingly provides falsified information
- publishes unacceptable information on social media or other public forums.

Complainants should try to limit their communication with the school that relates to their complaint, while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached.

Whenever possible, the headteacher or Chair of Governors will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

If the behaviour continues, the headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it.

For complainants who excessively contact our schools causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will be reviewed after six months.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from our schools as a last resort. This would not be undertaken lightly as we do our best to be helpful to people who contact us with a complaint or concern or a request for information.

Under no circumstances would a complainant be marked as 'serial' for exercising their right to refer their complaint to their MP, regardless of which stage the complaint has reached.

Complaint Campaigns

Occasionally, the Trust or our schools may become the focus of a campaign and receive large volumes of complaints:

- all based on the same subject
- from complainants unconnected with the school

In these circumstances, the Trust may consider the following;

- sending a template response to all complainants
- publishing a single response on the school's website

Communication Difficulties

Where there are communication difficulties, our schools may wish to use recording devices to ensure the complainant is able to access and review the discussions at a later point. All parties should agree in advance to being recorded and would be at the discretion of the Head teacher. This would only be if required for purposes of a reasonable adjustment as there may be various levels of identifiable personal information recorded.

The school would need to consider:

- how any decision to allow recordings may affect any third parties called to act as witnesses
- the impact and consequences on the individuals involved in the complaint in the event recordings are lost or leaked

Complainants should make sure they obtain informed consent from all parties present before recording conversations or meetings.

Queries that relate to this Complaints Procedure

If you have any questions about this complaint procedure, please contact the School.

Relevant legislation and guidance

- The Equality Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

- The ESFA's guidance 'Creating an Academy Complaints procedure'
www.gov.uk/government/publications/setting-up-an-academies-complaints-procedure/putting-in-place-a-complaints-procedure

Glossary

Term/Phrase	Meaning
DFE	Department for Education
Local Governing Body	The Local Governing Body have responsibility for raising school standards through their three core strategic functions of: <ol style="list-style-type: none"> Ensuring clarity of vision, ethos and strategic direction; Holding the headteacher to account for the educational performance of the school and its pupils; and Overseeing the financial performance of the school and making sure its money is well spent.
Advisory Board	The Advisory Board have the responsibility for: <ol style="list-style-type: none"> Ensuring clarity of vision, ethos and strategic direction; Holding the headteacher to account for the educational performance of the school and its pupils; and <p>All other functions are held by the Executive Board of Robin Hood Multi Academy Trust.</p>
Executive Board of the Trust	The Executive Board oversees Robin Hood Multi Academy Trust and has ultimate responsibility for schools within the trust. The Executive Board has the authority to delegate certain powers to either a Local Governing Body or Advisory Board to oversee each school within the trust. To find out more visit https://www.robinhoodmat.co.uk/wp-content/uploads/2019/10/MAT-Leadership-2019_20.pdf
ESFA	Education and Skills Funding Agency

Roles and Responsibilities

Complainant

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- cooperate with the school in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- refrain from publicising the details of their complaint on social media and respect confidentiality.

Investigator

The investigator's role is to establish the facts relevant to the complaint by providing a comprehensive, open, transparent and fair consideration of the complaint through:

- sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved
- interviewing staff and children/young people and other people relevant to the complaint
- consideration of records and other relevant information
- analysing information
- liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.

The investigator should:

- conduct interviews with an open mind and be prepared to persist in the questioning
- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond
- prepare a comprehensive report for the head teacher or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems.

The head teacher or complaints committee will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

Complaints Co-ordinator

This could be the head teacher or CEO / designated complaints governor or trustee or other staff member providing administrative support)

The complaints co-ordinator should:

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, head teacher, CEO, Chair of Governors, Chair of Trust or the Clerk

To ensure the smooth running of the complaints procedure be aware of issues regarding;

- sharing third party information
- additional support such as interpretation support or where the complainant is a child or young person

They should also keep records.

Clerk to the Governing Body / Trust Board

The Clerk is the contact point for the complainant and the committee and should:

- ensure that all people involved in the complaint procedure are aware of their legal rights and duties, including any under legislation relating to school complaints, education law, the Equality Act 2010, the Freedom of Information Act 2000, the Data Protection Act (DPA) 2018 and the General Data Protection Regulations (GDPR)
- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible

- collate any written material relevant to the complaint (for example: stage 1 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within an agreed timescale
- record the proceedings
- circulate the minutes of the meeting
- notify all parties of the committee's decision.

Committee Chair

The committee's chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Clerk) to provide any additional information relating to the complaint by a specified date in advance of the meeting
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy
- complainants who may not be used to speaking at such a meeting are put at ease. This is particularly important if the complainant is a child/young person
- the remit of the committee is explained to the complainant
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR.
- If a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the meeting
- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself
- the issues are addressed
- key findings of fact are made
- the committee is open-minded and acts independently
- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- the meeting is minuted
- they liaise with the Clerk (and complaints co-ordinator, if the school has one).

Committee Member

Committee members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so
- No governor / trustee may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it.
- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant
- We recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.
- Many complainants will feel nervous and inhibited in a formal setting. Parents/carers often feel emotional when discussing an issue that affects their child.
- Extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting
- Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated.
- The committee should respect the views of the child/young person and give them equal consideration to those of adults.
- If the child/young person is the complainant, the committee should ask in advance if any support is needed to help them present their complaint. Where the child/young person's parent is the complainant, the committee should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend. However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests. The welfare of the child/young person is paramount.

Appendix A: Robin Hood MAT Formal Complaint Form

***Please complete and return to Head teacher who will acknowledge receipt and explain what action will be taken.**

Your Name	
Address	
Email	
Name of pupil and relationship to them (please include the class they are in)	
Please give details of your complaint, including whether you have spoken to anybody at the school about it.	
Actions taken so far (including staff member who has dealt with it) or solutions offered	

What actions do you feel would resolve this matter?	
Are you attaching any paperwork to this? If so give details	
Signed	
Date	

Official Office Use	
Date received:	Signed:
Date acknowledgement sent:	
Complaint Referred to:	Date:

Appendix B: Robin Hood MAT Complaint Review Request Form

If you wish to request a review of the decision made in respect of your complaint please complete this form and return it to the school

Name	
Address	
Email	
When did you submit your formal complaint?	
Why are you dissatisfied by the decision made in respect of your complaint? <i>You may continue on a separate piece of paper or attach additional documents.</i>	
What actions would you like to be taken to resolve your complaint at this stage?	

Signed	
Date	

Official Office Use	
Date received:	Signed:
Date acknowledgement sent:	
Complaint Referred to:	Date: