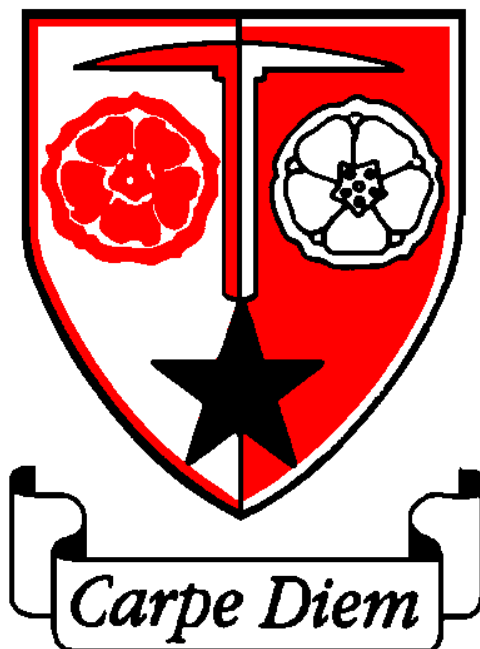


Audenshaw School



Complaints Procedure

This policy is reviewed every two years by the Personnel Committee

History of Document

Issue No	Author/Owner	Date Written	Approved by Personnel	Received by Governors	Comments
Issue 2.0	Mrs S Monks	24/01/2023	07/02/2023	07/02/2023	Minor amendments
Issue 2.1	Mrs S Monks	25/06/2024	24/10/2024	24/10/2024	Amended to bring the policy in line with the DfE Complaints Procedure for Single Academies
Issue 2.2	Mrs S Monks	18/08/2026	01/09/2026	01/09/2026	This version has been reviewed against the DfE Model Complaints Procedure for Single Academies and Best Practice Guidance for Academies Complaints Procedures

Our Vision

At Audenshaw School, working together in partnership, we build exceptional young men. Through developing Respect, Responsibility and Resilience, we empower all boys, no matter their starting point, with the knowledge and character to shape the pathway to their future success.

Our Mission

We build exceptional young men by being:

- High in our expectations
- Ambitious in our achievements
- Bold in our aspirations

Our Values

- Respect
- Responsibility
- Resilience

Our Safeguarding statement

Audenshaw School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CONTENTS

No.	Content item	Page Number
1.	Introduction	5
2.	General Principles	5
3.	An Outline of the Formal Complaints Procedure	8
4.	Stage One: Complaint Heard by Employee	8
5.	Stage Two: Complaint Heard by the Principal	9
6.	Stage Three: Complaint Heard by a Panel of the Board of Governors	10
7.	Next Steps	12
8.	Notification of the Appeal Panel's Decision	12
9.	Recording Complaints	12
10.	Managing Serial, Persistent, Vexatious and Unreasonable Complaints	13
11.	Board of Governors – Complaints Monitoring	15
12.	Complaint Campaigns	15
13.	Complaints Outside the Scope of this Procedure	15
14.	Publicising the Procedure	16

Appendix 1	Complaint Record Form	17
Appendix 2	Checklist for an Appeal Panel Hearing	19

PROCEDURES FOR DEALING WITH COMPLAINTS

Audenshaw School undertakes to provide a friendly and safe environment in which students will be helped to achieve their potential, both academically and socially. The School recognises, however, that sometimes things can go wrong and parents, carers and members of the public may need to make a complaint or raise a concern they have with the School. This Policy confirms what to do if this happens.

For the purpose of this Policy, the “School” is defined as employees, governors, students and third parties such as contractors, agency workers and consultants acting on behalf of the organisation.

1. INTRODUCTION

The School is required to have published a procedure for dealing with complaints, unless separate statutory procedures apply (such as exclusions or admissions). This procedure must provide for complaints to be managed within clear timescales. If initial informal consideration does not resolve the complaint then the procedure must also include steps to escalate a complaint through a written stage and if necessary an appeal hearing before a Panel that includes at least one member who is independent of the School.

The procedure should also set out the details of the process and named individuals who will be responsible for receiving and dealing with the complaint.

The school will ensure that its complaints procedure is easily accessible and publicised. A copy of the procedure will be available on the school’s website and, where required, reasonable adjustments will be made to enable complainants to access and use the procedure. This may include providing information in alternative formats or providing assistance in making a complaint.

The School will provide complainants with relevant contact details for the Department for Education (DfE) once the School's complaints procedure has been exhausted.

The DfE will not usually investigate complaints until the School’s own complaints procedure, including any appeal, has been exhausted. When the DfE has reason to believe that the complaint was made to the School and the School has had reasonable opportunity to investigate and respond but has failed to do so or that there are circumstances which mean it is not reasonable for the matter to be brought to the attention of the School, then the DfE may decide to investigate before the School’s procedure has been exhausted.

Copies of the DfE procedures should be available for parents/carers when requested.

2. GENERAL PRINCIPLES

2.1. Dealing with Complaints - Initial Concerns

- A clear distinction must be made between a concern and a complaint. Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints.
- A concern is noted as an expression of worry or doubt over an issue considered to be important. A complaint is noted as an expression or statement of dissatisfaction about action taken or a lack of action.

- If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, The Complaints Coordinator will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Complaints Coordinator will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.
 - The procedures under this Policy deal specifically with complaints, but the underlying principle is that concerns ought to be handled, if at all possible, without the need for formal procedures.
 - The requirement to have a Complaints Policy need not in any way undermine efforts to resolve the concern informally. In most cases a teacher will receive the first approach. Employees should therefore endeavour to resolve issues on the spot, including apologising where necessary.
 - It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the School can be crucial in determining whether the complaint will escalate.

2.2. Who can make a complaint?

This complaints procedure primarily applies to complaints from parents or carers of pupils currently attending Audenshaw School regarding their child.

Audenshaw School recognises that concerns or complaints may also be raised by individuals who are not parents or carers of current pupils, including members of the local community. Such concerns will be considered respectfully and within a reasonable timeframe. However, the School is not required to consider these complaints under the formal stages of this Complaints Procedure.

The School will determine the most appropriate way to consider and respond to complaints from individuals who do not fall within the scope of this procedure, taking account of the nature and circumstances of the matter raised.

2.3 Dealing with Complaints - Framework

- Complaints procedures will be invoked only when initial attempts to resolve a concern are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further. At this stage a concern will become a complaint.
- The Administration Officer has been nominated to have responsibility for the operation and management of the School complaints procedure and will be referred to in this Policy as the 'Complaints Co-ordinator'.
- A three stage complaints procedure has been adopted under this Policy. A complaint may only progress to the next stage of the procedure, where attempts to resolve the issue have failed. The Complaints Co-ordinator will ensure that these procedures are adhered to.

2.4 Framework of Principles

These procedures will:

- encourage resolution of problems by informal means wherever possible;
- be easily accessible and publicised;

- be simple to understand and use;
- be impartial;
- be non-adversarial, all those involved should treat each other with respect at all times.
- allow swift handling with established time-limits for action and keeping people informed of the progress;
- ensure a full and fair investigation by an independent person where necessary;
- respect people's desire for confidentiality; no details of the complaint should be published on social media;
- address all the points at issue and provide an effective response and appropriate redress, where necessary;
- provide information to the School's Senior Leadership Team so that services can be improved.

2.5 Investigating Complaints

When investigating a complaint, the employee investigating the complaint will ensure that they:

- establish what has happened so far, and who has been involved (including taking statements);
- clarify the nature of the complaint and what remains unresolved;
- meet with the complainant or contact them (if further information is necessary);
- allow the complainant to be accompanied if they wish; the person accompanying them should not be a legal representative.
- clarify what the complainant feels would put matters right;
- interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish; but not by a legal representative.
- conduct the interview with an open mind and be prepared to persist in the questioning;
- keep notes of the interview.

2.6 Resolving Complaints

At each stage in the procedure the School will endeavour to resolve the complaint; it may be sufficient to acknowledge that the complaint is valid in whole or in part and in addition, to offer one or more of the following:

- an apology;
- an explanation;
- an admission that the situation could have been handled differently or better;
- 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 policies in light of the complaint.

Complainants are encouraged to state what actions they feel might resolve the problem at any stage. An admission that the School could have handled the situation better is not the same as an admission of negligence.

An effective procedure will identify areas of agreement between the parties. It is also of equal importance to clarify any misunderstandings that might have occurred as this can create a positive atmosphere in which to discuss any outstanding issues.

2.7 Anonymous Complaints

An anonymous complaint will not be investigated under this policy unless there are exceptional circumstances.

2.8 Time-Limits

Complaints must be raised within 3 months of the incident occurring or, where a series of associated incidents has occurred, within 3 months of the last of these incidents. The school will consider exceptional circumstances when deciding whether to accept a complaint outside of this timeframe.

Complaints received outside of term time will be considered to have been received on the first School Day after the holiday period.

Complaints will be considered and resolved as quickly and efficiently as possible. Where further investigations are necessary and the published timescales cannot be met, the school will set a revised timescale and inform the complainant of the new deadline, explaining the reason for the delay.

3. AN OUTLINE OF THE FORMAL COMPLAINTS PROCEDURE

The stages are:

Stage One: Informal Complaint - concerns can be heard by class teacher, House Leader, Curriculum Leader, Senior Leaders, HR Manager or Head of Executive Services.

Stage Two: Formal Complaint heard by the Principal.

Stage Three: Formal Complaint heard by a Panel of the Board of Governors.

An unsatisfied complainant can always take a complaint to the next stage; however, a complaint cannot progress to a higher stage unless the School has been given the opportunity to deal with the complaint in stages one and two.

4. STAGE ONE: INFORMAL COMPLAINTS

It is to be hoped that most concerns can be expressed and resolved on an informal basis.

Concerns should be raised with either the class teacher, Pastoral Manager/ House Leader/ subject teacher or a Senior Leader. Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 3 of the procedure.

At the conclusion of their investigation, the appropriate person investigating the complaint will provide an informal written response within 5 school days of the date of receipt of the complaint.

If the issue remains unresolved, the next step is to make a formal complaint.

5. STAGE TWO: FORMAL COMPLAINTS

Formal complaints must be made to the Principal (unless they are about the Principal), via the Complaints Coordinator Mrs Spencer. This may be done in person or in writing (preferably on the Complaint Form). Email address for communication is admin@audenshawschool.org.uk. The escalation process to the next stage is required within 5 school days from receipt of the outcome communication in relation to the stage 1 complaint.

The Complaints Coordinator will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 3 school days.

Within this response, the Principal will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The Principal can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The Principal may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the Principal (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the Principal will provide a formal written response within 10 school days of the date of receipt of the complaint.

If the Principal is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Audenshaw School will take to resolve the complaint.

The Principal will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 2.

If the complaint is about the Principal, or a member of the governing body (including the Chair or Vice-Chair), a suitably skilled governor will be appointed to complete all the actions at Stage 2.

Complaints about the Principal or member of the governing body must be made to the Clerk, via the school office.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or
- the majority of the governing body

Stage 2 will be considered by an independent investigator appointed by the governing body. At the conclusion of their investigation, the independent investigator will provide a formal written response.

6. STAGE THREE: COMPLAINT HEARD BY A PANEL OF THE BOARD OF GOVERNORS

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the complaint to Stage 3 – a panel hearing consisting of at least three people who were not directly involved in the matters detailed in the complaint with one panel member who is independent of the management and running of the school. This is the final stage of the complaints procedure.

A request to escalate to Stage 3 must be made to the Clerk, via the school office, within 5 school days of receipt of the Stage 2 response.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 3 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 10 school days of receipt of the Stage 3 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or
- the majority of the governing body

Stage 3 will be heard by a completely independent committee panel.

A complainant may bring someone along to the panel meeting to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

Checklist for Appeal Panel Hearing (see appendix 2)

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Representatives from the media are not permitted to attend.

At least 5 school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least 3 school days before the meeting.
- Any written material will be circulated to all parties at least 2 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.
- The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.
- The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and Audenshaw School with a full explanation of their decision and the reason(s) for it, in writing, within 10 school days.

The letter to the complainant will include details of how to contact the Department for Education if they are dissatisfied with the way their complaint has been handled by Audenshaw School

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Audenshaw School will take to resolve the complaint.

The panel will ensure that those findings and recommendations are sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about. Furthermore, they will be available for inspection on the school premises by the proprietor and the Principal.

A written record will be kept of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing, along with what actions have been taken, regardless of the decision.

All correspondence statements and records relating to individual complaints will 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.

7. Next Steps

If the complainant believes the school / trust did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the Department for Education after they have completed Stage 3.

The Department for Education will not normally reinvestigate the substance of a complaint or overturn decisions made by the School. Its role is to consider whether the School has handled the complaint properly and followed a complaints procedure that complies with Part 7 of the Education (Independent School Standards) Regulations 2014.

Complaints can be submitted to the Department for Education using its online contact service. This is the quickest way to submit a complaint.

Alternatively, correspondence may be sent to:

**Department for Education
School Complaints Compliance Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD**

Telephone: 0370 000 2288

Further information about complaining about an academy and the Department for Education's role is available on GOV.UK.

8. Notification of the Appeal Panel's Decision

The Panel Chair will ensure that the complainant is notified of the Panel's decision, in writing, with reasons for that decision within 10 School days.

The letter will also provide relevant contact details for the Department for Education (DFE).

9. Recording Complaints

The School will record the progress of the complaint and the final outcome. A complaint may be made in person, by telephone, or in writing. Wherever possible, complaints should be made using the School complaints form (Appendix 1).

At the end of a meeting or telephone call, it is important for the member of staff involved to ensure that the complainant and the School have the same understanding of what was discussed and agreed.

A brief note of meetings and telephone calls should be kept and a copy of any written response added to the record.

When the panel make findings and recommendations, a copy will be provided to the complainant and, where relevant, the person complained about.

The findings and recommendations of the panel will be available for inspection on the School premises by the Chair of Governors and the Principal.

The School will record the action it takes as a result of complaints (regardless of whether they are upheld).

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.

10. Managing Serial, Persistent, Vexatious and Unreasonable Complaints

In a small number of cases, the school may consider a complaint, or the manner in which it is pursued, to be vexatious. For the purposes of this procedure, a vexatious complaint is one which, because of its nature, frequency, persistence or the behaviour associated with it, places unreasonable demands on the school, causes disproportionate disruption, or appears primarily intended to cause inconvenience, harassment or distress rather than to seek resolution of a genuine concern.

The school will not regard a complaint as vexatious simply because a complainant is persistent, disagrees with the school's response or outcome, or exercises their right to progress a complaint through the stages of this procedure.

Where a complaint or associated behaviour is considered serial, persistent, vexatious or unreasonable, the school may take proportionate steps to manage the complainant's contact with the school, as set out below.

Audenshaw School is committed to dealing with all complaints fairly and impartially and to providing a high-quality service to those who complain. The school will not normally limit the contact complainants have with the school. However, the School does not expect staff to tolerate unacceptable behaviour and will take appropriate action to protect staff from behaviour that is

abusive, offensive, threatening or unreasonably persistent.

There may be occasions when, despite all stages of the complaints procedure having been followed, a complainant remains dissatisfied. If a complainant attempts to reopen the same issue after the complaints procedure has been completed, the school may inform them in writing that the procedure has been exhausted and that the matter is now closed.

If the complainant continues to contact the school about substantially the same issue, the correspondence may be regarded as serial or persistent and the school may decide not to respond further on that matter. A complaint will not be regarded as serial or persistent simply because the complainant is dissatisfied with the outcome or because they have exercised their right to progress the complaint through each stage of the procedure.

The school may consider behaviour to be unreasonable where, for example, a complainant:

- refuses to clearly identify the substance of their complaint or the outcome they are seeking, despite offers of assistance;
- refuses to cooperate with the complaints procedure;
- insists that the complaint is dealt with in a way that is incompatible with the school's published procedure;
- repeatedly raises substantially the same complaint after the procedure has been completed;
- repeatedly changes the basis of the complaint as the investigation proceeds;
- introduces large amounts of irrelevant or trivial information and expects this to be addressed in detail;
- makes excessive demands on School time through frequent, lengthy or repetitive contact;
- seeks outcomes that are unrealistic or outside the school's power to provide;
- makes unjustified complaints about staff dealing with the complaint and seeks to have them replaced;
- knowingly provides false or misleading information;
- uses abusive, offensive, discriminatory or threatening language or behaviour; or
- publishes inappropriate or unacceptable information relating to the complaint on social media or other public forums.

The school will not stop responding simply because a complainant is difficult to deal with or asks complex questions.

Limiting Contact

Where the frequency or nature of a complainant's contact is causing a significant level of disruption, the school may implement a proportionate communication strategy. This may include:

- identifying a single point of contact;
- requiring contact to be made through a specified method, such as email;
- limiting the frequency of contact; or
- setting reasonable parameters for communications relating to the complaint.
-

Any decision to limit contact will be communicated to the complainant in writing and will be reviewed where appropriate.

The school will only consider stopping responses about a particular complaint where:

- every reasonable step has been taken to address the complainant's concerns;
- the complainant has been given a clear statement of the school's position and their

- available options; and
- the complainant continues to make substantially the same points repeatedly.
-

The school will consider any genuinely new complaint on its own merits. The fact that an individual has previously made a serial, persistent or unreasonable complaint will not prevent them from raising a new and unrelated complaint.

Where the School considers that a complaint, or the manner in which it is being pursued, meets the criteria for being serial, persistent, vexatious or unreasonable, the Chair of Governors will write to the complainant setting out the reasons for this decision and explaining how any future communication relating to the matter will be managed

Where behaviour amounts to harassment, threats, aggression or violence, the school may seek legal advice and/or refer the matter to the police where appropriate. Nothing within this section prevents a complainant from exercising any statutory rights they may have, including rights relating to Freedom of Information or data protection.

11. Board of Governors - Complaints Monitoring

The Board of Governors will monitor the level and nature of complaints and review the outcomes on a regular basis to ensure the effectiveness of the procedure and make changes where necessary. Complaints information shared with the Board of Governors will not name individuals.

As well as addressing an individual's complaint, the process of listening to and resolving complaints will contribute to School improvement. When individual complaints are heard, the School will identify any underlying issues that need to be addressed. The monitoring and review of complaints by the School and the Board of Governors is a useful tool in evaluating performance.

Complaints data will be reviewed annually.

12. Complaint Campaigns

If the School becomes the focus of a campaign and receives a large number of complaints all based on the same subject or from complainants unconnected to the School, the School will either send a template response to all complainants or publish a single response on our website. If the complainants remain dissatisfied the School will signpost them to the Department for Education.

13. Complaints Outside the Scope of this Procedure

This Complaints Procedure covers complaints about the provision of facilities or services by Audenshaw School, except where a complaint is subject to a separate statutory or established procedure.

The following matters are therefore outside the scope of this Complaints Procedure and will be dealt with under the relevant procedure:

- ***Admissions to the School*** – concerns about admissions will be dealt with through the school's published admissions arrangements and the appropriate admissions appeal process.

- **Exclusions and suspensions** – challenges to decisions to suspend or permanently exclude a student will be dealt with in accordance with the relevant statutory guidance and the school's procedures.
- Safeguarding and child protection matters – concerns that may require a child protection investigation will be dealt with under the School's Child Protection and Safeguarding Policy and in accordance with statutory safeguarding guidance.
- **Special Educational Needs and Disabilities (SEND)** – complaints relating to statutory assessments of special educational needs, Education, Health and Care Plans or matters for which there is a separate statutory route should be raised with the relevant local authority or through the appropriate statutory process. Complaints about the School's provision for a student with SEND which do not fall within a separate statutory procedure may be considered under this Complaints Procedure.
- **Whistleblowing** – concerns raised by employees or other eligible individuals under whistleblowing arrangements will be dealt with under the School's Whistleblowing Policy.
- **Staff grievances and disciplinary matters** – complaints relating to an employee's own employment, grievance or disciplinary matters will be dealt with under the school's relevant internal employment procedures.
- **Complaints about members of staff** – complaints about the actions or conduct of a member of staff may be considered under this Complaints Procedure. Where a complaint gives rise to a separate staff disciplinary or capability process, that process will be dealt with confidentially under the school's internal procedures. Complainants will not be informed of the details or outcome of any disciplinary action taken against an individual member of staff, although they will be advised that the matter has been addressed where appropriate.
- **Complaints about services provided by external organisations** – complaints about services provided by organisations using the school's premises or facilities, where the School is not the service provider, should be directed to the organisation concerned and dealt with under its own complaints procedure.

Where the School receives a complaint which falls outside the scope of this procedure, the complainant will, where possible, be advised of the appropriate procedure or organisation to which their concern should be directed.

Complaints concerning the school's delivery of Religious Education or Relationships and Sex Education, where no separate statutory procedure applies, will be considered under this Complaints Procedure.

14. Publicising the Procedure

There is a legal requirement for the Complaints Policy to be published and the School's Complaints Policy will be included on the School website.

Appendix 1

Audenshaw School Complaint Record Form

Please complete and return to Mrs E Spencer, Complaints Co-ordinator who will acknowledge receipt within three School days and explain what action will be taken. spencere@audenshawschool.org.uk

Your Name:

Student's Name (if relevant):

Your relationship to the Student (if relevant):

Address:

Postcode:

Day time telephone number:

Evening telephone number:

Please give details of your complaint:

What action, if any, have you already taken to try and resolve your complaint?

(Who did you speak to and what was the response?)

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official Use

Date acknowledgement sent:

By Whom:

Complaint referred to:

Date:

Appendix 2 - Checklist for an Appeal Panel Hearing

Checklist for an Appeal Panel Hearing

The Panel should take account of the following points:

- ensure that the complainant has had the opportunity to be accompanied by a friend or supporter at the hearing, but not a legal representative;
- the hearing is to be as informal as possible;
- witnesses are only required to attend for the part of the hearing in which they give their evidence;
- after introductions, the complainant is invited to explain their complaint, and be followed by their witnesses;
- the Principal may question both the complainant and the witnesses after each has spoken;
- the Principal will then be invited to explain the School's actions and call witnesses on behalf of the School;
- the complainant may question both the Principal and the witnesses after each has spoken;
- the Panel may ask questions at any point;
- the complainant is then invited to sum up their complaint;
- the Principal is then invited to sum up the School's actions and respond to the complaint;
- the Panel Chair will then explain that both sides will hear from the Panel within a set timescale;
- both sides will leave together to enable the Panel to decide on the issues, the Clerk will remain with the Panel.