



The Coppice Primary School Complaints Policy

Written by	Billy Hutt
Approved by Trustees	November 2025
Date for Review	November 2026

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1. Aims

Our school aims to meet its statutory obligations when responding to complaints from parents of pupils at the school.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect complainants' desire for confidentiality
- Treat complainants with respect and courtesy
- Make sure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law
- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into school improvement evaluation processes

We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed.

The school will aim to give the complainant the opportunity to complete the complaints procedure in full.

To support this, we will make sure we publicise the existence of this policy and make it available on the school website.

Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals.

2. Legislation and guidance

This document meets the requirements set out in part 7 of the schedule to [the Education \(Independent School Standards\) Regulations 2014](#), which states that we must have and make available a written procedure to deal with complaints from parents of pupils at the school.

It is also based on guidance published by the Education and Skills Funding Agency (ESFA) on [creating a complaints procedure that complies with the above regulations](#), and refers to [good practice guidance on setting up complaints procedures](#) from the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

In addition, it addresses duties set out in the [Early Years Foundation Stage statutory framework](#) with regards to dealing with complaints about the school's fulfilment of Early Years Foundation Stage requirements.

3. Definitions and scope

3.1 Definitions

The DfE guidance explains the difference between a concern and a complaint:

- A **concern** is defined as “an expression of worry or doubt over an issue considered to be important for which reassurances are sought”
- A **complaint** is defined as “an expression of dissatisfaction however made, about actions taken or a lack of action”

3.2 Scope

The school intends to resolve complaints informally where possible, at the earliest possible stage.

There may be occasions when complainants would like to raise their concerns formally. This policy outlines the procedure relating to handling such complaints.

This policy does **not** cover complaints procedures relating to:

- Admissions
- Statutory assessments of special educational needs (SEN)
- Safeguarding matters
- Exclusion
- Whistle-blowing
- Staff grievances
- Staff discipline
- Withdrawal from the curriculum (parents and carers can withdraw their child from any aspect of religious education, including the daily act of collective worship. They do not have to explain why)
- Complaints about services provided by other providers who use school premises or facilities should be directed to the provider concerned.

Please see our separate policies for procedures relating to these types of complaint.

4. Roles and responsibilities

4.1 The complainant

The complainant will get a more effective and timely response to their complaint if they:

- Follow these procedures
- Co-operate with the school throughout the process, and respond to deadlines and communication promptly
- Ask for assistance as needed
- Treat all those involved with respect

- Not publish details about the complaint on social media

4.2 The investigator

An individual will be appointed to look into the complaint, and establish the facts. They will:

- Interview all relevant parties, keeping notes
- Consider records and any written evidence and keep these securely
- Prepare a comprehensive report to the Headteacher or complaints committee which includes the facts and potential solutions

4.3 The complaints co-ordinator

The complaints co-ordinator can be:

- The Headteacher
- The designated complaints Trustee
- Any other staff member providing administrative support

The complaints co-ordinator will:

- Keep the complainant up to date at each stage in the procedure
- Make sure the process runs smoothly by liaising with staff members, the Headteacher, Chair of Trustees and Clerk to Trustees
- Be aware of issues relating to:
 - Sharing third party information
 - Additional support needed by complainants, for example interpretation support or where the complainant is a child or young person
- Keep records

4.4 Clerk to the Board of Trustees

The Clerk to Trustees will:

- Be the contact point for the complainant and the complaints committee, including circulating the relevant papers and evidence before complaints committee meetings
- Arrange the complaints hearing
- Record and circulate the minutes and outcome of the hearing

4.5 Committee chair

The committee chair will:

- Chair the meeting, ensuring that everyone is treated with respect throughout
- Make sure all parties see the relevant information, understand the purpose of the committee, and are allowed to present their case

5. Principles for investigation

When investigating a complaint, we will try to clarify:

Commented [1]: Do these tend to be external?

Commented [2R1]: As Headteacher, I will always try to resolve complaints through in-school process i.e. informally. I may well therefore be the investigator in these cases. However, if the complaint is made formally, and a parent or member of staff does not feel that the complaint has been dealt with adequately the Trustee Hearings Committee (as per the Terms of Reference) will hear the complaint and decide on the outcome. This will involve Trustees (most likely Kathryn as Chair) carrying out further investigations. It may also, if felt necessary involve an external person to provide neutrality and balance. Kim has just been asked to do this by Beaconside School.

Commented [3R1]: Yes Hannah, the overwhelming majority of complaints come from Parents and Carers and, thankfully, we don't have many of those. We are fortunate in that our processes in school manage to ensure that any complaints are satisfactorily dealt with before they get to the stage where they need to go to Trustees - from my recollection, Kathryn has only had to deal with one during my time as Head. Also, as Head, I have not had an internal complaint that has needed the Trustees to carry out the process apart from one from a member of staff, who had left, which also involved unions. Again though, I do feel that the line management structure in school and an 'open door policy' from all members of SLT plus Year Leader meetings enables any any 'niggles' from staff to be dealt with and resolved as soon as possible.

Commented [4]:

- What has happened
- Who was involved
- What the complainant feels would put things right

5.1 Time scales

The complainant must raise the complaint within 3 months of the incident. If the complaint is about a series of related incidents, they must raise the complaint within 3 months of the last incident.

We will consider exceptions to this time frame in circumstances where there were valid reasons for not making a complaint at that time and the complaint can still be investigated in a fair manner for all involved.

When complaints are made out of term time, we will consider them to have been received on the first school day after the holiday period.

If at any point we cannot meet the time scales we have set out in this policy, we will:

- Set new time limits with the complainant
- Send the complainant details of the new deadline and explain the delay

5.2 Complaints about our fulfillment of early years requirements

We will investigate all written complaints relating to the school's fulfillment of the Early Years Foundation Stage requirements, and notify the complainant of the outcome within 28 days of receiving the complaint. The school will keep a record of the complaint (see section 10) and make this available to Ofsted on request.

Parents and carers can notify Ofsted if they believe that the school is not meeting Early Years Foundation Stage requirements, by calling 0300 123 4666, or by emailing enquiries@ofsted.gov.uk. An online contact form is also available at <https://www.gov.uk/government/organisations/ofsted#org-contacts>.

We will notify parents and carers if we become aware that the school is to be inspected by Ofsted. We will also supply a copy of the inspection report to parents and carers of children attending the setting on a regular basis.

6. Stages of complaint (not complaints against the Headteacher or Trustees)

The complaints procedure in **academies, including free schools, and independent schools** consists of at least 3 stages, including an informal stage, a formal stage and a panel hearing.

The procedure sets out a clear escalation procedure for complaints as well as clear timescales for responding to, investigating and coming to conclusions at each stage.

6.1 Informal Stage:

The school will take informal concerns seriously and make every effort to resolve the matter quickly. The complainant should raise the complaint as soon as possible with the relevant member of staff either in person or by letter, telephone or email.

If the complainant is unclear who to contact or how to contact them, they should contact the school office on 01564 826 709 or office@coppice.worcs.sch.uk

It is not appropriate for a complaint to be directed through a Trustee. Any Trustee receiving a complaint will give advice that there is an established procedure, and refer the complainant to the appropriate person. (This is because a Trustee acting unilaterally could prejudice the involvement of Trustees at a later stage).

Communication Pathway:

We are always keen to discuss any issues or concerns face-to-face so they can be readily understood and resolved promptly. If you have a specific concern relating to your child, contact should always follow the stages outlined below:

Informal Stage 1:

Class Teacher or school-employed Cover Teacher i.e. a member of staff covering statutory PPA (Planning, Preparation and Assessment time) or Class Teacher subject or Year leader release time.

Where any member of the above staff becomes aware of a voiced concern, they should deal with it themselves if it is appropriate, and they feel comfortable in doing so. Many concerns can be resolved by simple clarification or the provision of information. It is anticipated that most concerns can be readily resolved at informal stage 1. The informal stage will involve a meeting between the complainant and the member of staff in the first instance. Where the person approached feels uncomfortable with dealing with the matter directly, they should involve, for example, their line manager.

Informal Stage 2:

Year Leader.

This stage will be used where Stage 1 has not brought about a satisfactory resolution and where further escalation is deemed necessary by the Parent, Carer or member of staff.

The school will acknowledge informal concerns within two school days and investigate and provide a response within five school days.

Where informal attempts by the school fail to bring about a satisfactory resolution for the Parent or Carer, the Parent or Carer is entitled to request that the concern be treated more formally as a complaint.

6.2 Formal Stage

The formal stage involves the complainant putting their complaint to a member of the school's Senior Leadership Team: Assistant Headteacher (Mr. Laight), Deputy Headteacher (Mrs. Ashwell) or Headteacher (Mr. Hutt) and the subject of the complaint (where appropriate) using the stages of the Communication Pathway outlined below. This can be done via the following communication channels:

- Letter or email
- Over the phone
- In person

- Through a third party acting on their behalf

The complainant should provide clear details such as relevant dates, times and the names of witnesses of events, alongside copies of any relevant documents. The complainant should also state what they feel would resolve the complaint.

If complainants need assistance raising a formal complaint, they can contact the school office on 01564 826 709 or office@coppice.worcs.sch.uk

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

Communication Pathway for formal complaints is as follows:

Formal Stage 1:

Senior Leadership Team.

Direct communication to members of the Senior Leadership Team, if required, should only follow contact with the Class Teacher and the Year Leader.

Contact should go directly to Mr. Laight (Assistant Head) in the first instance and then Mrs. Ashwell (Deputy Head) if a resolution has not been found with Mr. Laight.

The Assistant Headteacher, or Deputy Headteacher, will then conduct their own investigation. The written conclusion of this investigation will be sent to the complainant within ten school days.

If the complainant is not satisfied with the response, they may wish to proceed to the next stage of this procedure. If this is the case, they should inform the Headteacher in writing within five school days of receiving the response from the Assistant Head or Deputy Head.

Formal Stage 2:

Headteacher.

Should all the aforementioned channels be gone through and, should there not be a satisfactory outcome to the concern, contact will then be directly with Mr. Hutt (Headteacher).

Direct contact with the Headteacher will be reserved for the case of the most serious concerns. This means that, should the school/Headteacher deem it necessary or more appropriate to do so, some or all of the aforementioned stages may be foregone.

The Headteacher, will then conduct their own investigation. The written conclusion of this investigation will be sent to the complainant within ten school days.

If the complainant is still not satisfied with the response, they may wish to proceed to the next stage of this procedure. If this is the case, they should inform the Clerk to Trustees to the Board of Trustees in writing within five school days of receiving the Headteacher response.

6.3 Stage 3: Review panel

Convening the panel: who attends the review panel hearing and when.

Complaints will be escalated to the panel hearing stage if the complainant is not satisfied with the response to the complaint at the second, formal, stage.

The panel will be appointed by or on behalf of the proprietor and must consist of at least 3 people who were not directly involved in the matters detailed in the complaint. At least 1 panel member must be independent of the management and running of the school. The panel cannot be made up solely of Board of Trustees members, as they are not independent of the management and running of the school.

The panel will have access to the existing record of the complaint's progress (see section 10).

The complainant must have reasonable notice of the date of the review panel. The Clerk to Trustees will aim to find a date within twenty school days of the request, where possible.

If the complainant rejects the offer of 3 proposed dates without good reason, the Clerk to Trustees will set a date. The hearing will go ahead using written submissions from both parties.

Any written material will be circulated to all parties at least five school days before the date of the meeting.

Once a date is agreed, the panel have the right to carry out the hearing even if the complainant doesn't attend.

At the meeting

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 will be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

At the review panel meeting, the complainant and representatives from the school, as appropriate, will be present. Each will have an opportunity to set out written or oral submissions prior to the meeting. Parents or Carers will have their case heard separate to the Headteacher in order to avoid any potential difficult situations and put people at their ease. Children or witnesses will not be permitted attendance unless the panel wish them to present their evidence or the panel have questions for them directly.

The complainant must be allowed to attend the panel hearing and be accompanied if they wish. We don't encourage either party to bring legal representation, but will consider it on a case-by-case basis. For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by their union.

Representatives from the media are not permitted to attend.

At the meeting, each individual will have the opportunity to give statements and present their evidence, and witnesses will be called, as appropriate, to present their evidence.

Reviewing the evidence will not be a re-trial of the complaint. This means that the child and/or teacher involved would not be expected to be present.

The panel, the complainant and the school representative(s) will be given the chance to ask and reply to questions. Once the complainant and school representative(s) have presented their cases, they will be asked to leave and evidence will then be considered.

The panel will then put together its findings and recommendations from the case. The panel will also provide copies of the minutes of the hearing and the findings and recommendations to the complainant and, where relevant, the individual who is the subject of the complaint, and make a copy available for inspection by the proprietor and Headteacher.

The outcome

The committee can:

- Uphold the complaint, in whole or in part
- Dismiss the complaint, in whole or in part

If the complaint is upheld, the committee will:

- Decide the appropriate action to resolve the complaint
- Where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future

The school will inform those involved of the decision in writing within five school days.

7. Complaints against the Headteacher, a Trustee or the Board of Trustees

The information below is taken from the DfE and ESFA model complaints procedures for maintained schools, single academies and multi-academy trusts.

7.1 Stage 1: informal

Complaints made against the Headteacher or any member of the Board of Trustees should be directed to the Clerk to Trustees to the Board of Trustees in the first instance.

If the complaint is about the Headteacher or one member of the Board of Trustees (including the chair or vice-chair), a suitably skilled and impartial Trustee will carry out the steps at stage 1 (set out in section 6 above).

7.2 Stage 2: formal

If the complaint is:

- Jointly about the chair and vice-chair or
- The entire Board of Trustees or
- The majority of the Board of Trustees

An independent investigator will carry out the steps in stage 2 (set out in section 6 above). They will be appointed by the Board of Trustees, and will write a formal response at the end of their investigation.

7.3 Stage 3: review panel

If the complaint is:

- Jointly about the chair and vice-chair or

- The entire Board of Trustees or
- The majority of the Board of Trustees

A committee of independent Trustees will hear the complaint. They will be sourced from local schools, the local authority and will carry out the steps at stage 3 (set out in section 6 above).

8. Referring complaints on completion of the school's procedure

If the complainant is unsatisfied with the outcome of the school's complaints procedure, they can refer their complaint to the Education and Skills Funding Agency (ESFA). The ESFA will check whether the complaint has been dealt with properly by the school. The ESFA will not overturn a school's decision about a complaint, but will intervene if a school or trust has:

- Breached a clause in its funding agreement
- Failed to act in line with its duties under education law
- Acted (or is proposing to act) unreasonably when exercising its functions

If the school's complaints procedure is found to not meet regulations, the school will be asked to correct its procedure accordingly.

For more information or to refer a complaint, see the following webpage:

<https://www.gov.uk/complain-about-school>

We will include this information in the outcome letter to complainants.

9. Persistent complaints

9.1 Unreasonably persistent complaints

Most complaints raised will be valid, and therefore we will treat them seriously. However, a complaint may become unreasonable if the person:

- Has made the same complaint before, and it's already been resolved by following the school's complaints procedure
- Makes a complaint that is obsessive, persistent, harassing, prolific, defamatory or repetitive
- Insists on pursuing a complaint that is unfounded, or out of scope of the complaints procedure, beyond all reason
- Pursues a valid complaint, but in an unreasonable manner e.g. refuses to articulate the complaint, refuses to co-operate with this complaints procedure, or insists that the complaint is dealt with in ways that are incompatible with this procedure and the time frames it sets out
- Makes a complaint designed to cause disruption, annoyance or excessive demands on school time
- Seeks unrealistic outcomes, or a solution that lacks any serious purpose or value

Steps we will take:

We will take every reasonable step to address the complainant's concerns, and give them a clear statement of our position and their options. We will maintain our role as an objective arbiter throughout the process, including when we meet with individuals. We will follow our complaints procedure as normal (as outlined above) wherever possible.

If the complainant continues to contact the school in a disruptive way, we may put communications strategies in place. We may:

- Give the complainant a single point of contact via an email address
- Limit the number of times the complainant can make contact, such as a fixed number per term
- Ask the complainant to engage a third party to act on their behalf, such as [Citizens Advice](#)
- Put any other strategy in place as necessary

Stopping responding

We may stop responding to the complainant when all of these factors are met:

- We believe we have taken all reasonable steps to help address their concerns
- We have provided a clear statement of our position and their options
- The complainant contacts us repeatedly, and we believe their intention is to cause disruption or inconvenience

Where we stop responding, we will inform the individual that we intend to do so. We will also explain that we will still consider any new complaints they make.

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 school site.

9.2 Duplicate complaints

If we have resolved a complaint under this procedure and receive a duplicate complaint on the same subject from a partner, family member or other individual, we will assess whether there are aspects that we hadn't previously considered, or any new information we need to take into account.

If we are satisfied that there are no new aspects, we will:

- Tell the new complainant that we have already investigated and responded to this issue, and that the local process is complete
- Direct them to the DfE if they are dissatisfied with our original handling of the complaint

If there are new aspects, we will follow this procedure again.

9.3 Complaint campaigns

Where the school receives a large volume of complaints about the same topic or subject, especially if these come from complainants unconnected with the school, the school may respond to these complaints by:

- Publishing a single response on the school website
- Sending a template response to all of the complainants

If complainants are not satisfied with the school's response, or wish to pursue the complaint further the normal procedures will apply.

10. Record keeping

The school will record the progress of all complaints, including information about actions taken at all stages, the stage at which the complaint was resolved, and the final outcome. The records will also include copies of letters and emails, and notes relating to meetings and phone calls.

This material will be treated as confidential and held centrally, and will be viewed only by those involved in investigating the complaint or on the review panel.

This is except where the secretary of state (or someone acting on their behalf) or the complainant requests access to records of a complaint through a freedom of information (FOI) request or through a subject access request under the terms of the Data Protection Act, or where the material must be made available during a school inspection.

Records of complaints will be kept securely, only for as long as necessary and in line with data protection law, our privacy notices and record retention schedule.

The details of the complaint, including the names of individuals involved, will not be shared with the whole Board of Trustees in case a review panel needs to be organised at a later point.

Where the Board of Trustees is aware of the substance of the complaint before the review panel stage, the school will (where reasonably practicable) arrange for an independent panel to hear the complaint.

Complainants also have the right to request an independent panel if they believe there is likely to be bias in the proceedings. The decision to approve this request is made by the Board of Trustees, who will not unreasonably withhold consent.

11. Learning lessons

The Coppice Board of Trustees and Chair of Trustees: Kathryn Byng will review any underlying issues raised by complaints with the [Headteacher and senior leadership team where appropriate, and respecting confidentiality, to determine whether there are any improvements that the school can make to its procedures or practice to help prevent similar events in the future.

12. Monitoring arrangements

The Board of Trustees, Complaints Committee and Chair of Trustees will monitor the effectiveness of the complaints procedure in making sure that complaints are handled

properly. The Board of Trustees, Complaints Committee and Chair of Trustees will track the number and nature of complaints, and review underlying issues as stated in section 11.

The complaints records are logged and managed by the Clerk to Trustees to The Board of Trustees.

This policy will be reviewed by the Headteacher and full Board of Trustees at least once every 2 years.

At each review, the policy will be approved by the Full Board of Trustees.

13. Links with other policies

Policies dealing with other forms of complaints include:

- Child protection and safeguarding policy and procedures
- Admissions policy
- Exclusions policy
- Staff grievance procedures
- Staff disciplinary procedures
- SEN policy and information report
- Privacy notices

Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Complaints Policy	Detailing procedure relating to non-curricular complaints	To ensure a fair, equitable and open process linked to non-curricular complaints	Parents, Trustees and staff	On the school shared drive (P-Drive)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
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