



## COMPLAINS POLICY



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Key information

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Our school aims to meet its statutory obligations when responding to complaints and we aim to:

- Be impartial and non-adversarial
- Address all the issues of the complaint and provide an effective and prompt response.
- Respect complainants' desire for confidentiality.
- Treat complainants with respect.
- Keep complainants informed of the progress of the complaints process.
- Facilitate a full and fair investigation by an independent person or panel, where necessary.
- Consider how the complaint can feed into learning points / school improvement evaluation processes.

We try to resolve concerns or complaints by informal means wherever possible and welcome the opportunity to do so. Where this is not possible, formal procedures will be followed.

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

To support this, we will ensure we publicise the existence of this policy and make it available to everyone.

### Who do I complain to?

The initial complaint should be made directly to the school. There are generally three main steps in making a complaint.

#### **Stage 1 (informal)**

It is always useful to talk through your complaint with an appropriate member of school staff. In the first instance, this is usually your child's year teacher.

They can be contacted, in person at the end of the school day, via school e-mail addressed to your child's year teacher. They will review the complaint and decide if they are the most appropriate person to deal with the complaint/concern or if it is best to be addressed by another member of staff. This could be another class teacher, Head Teacher or member of the Board.

The school may request that you make an appointment to discuss this matter, as this will ensure that your concerns can be listened to in full and an appropriate amount of time can be allocated

for the conversation. Hopefully your concerns can be addressed at stage, however, you may progress this matter further if you remain dissatisfied with the outcome at stage 1.

## **Stage 2**

You are required to put your complaint in writing to the Head Teacher or a member of the School board if the complaint is about the Head Teacher. This should be acknowledged in writing by the school with an indication of the timescales that will be followed. The Head Teacher (or a member of the School Board) will then investigate your complaint and respond directly. If you remain dissatisfied at this stage, you may escalate the complaint to stage 3.

## **Stage 3**

You are required to make a formal complaint in writing to the Governing Body. You should contact the Chair of the School Committee outlining your complaints. These will be investigated by the School Board. You should send all documentation that you have from stage 2 for their information.

### **What if I remain dissatisfied after I have been through each stage of the school complaint's process?**

Stage 3 is the last school-based stage of the complaints process. However, complainants have a lawful right to approach the Office of Education of the Greek Embassy in London if they believe that the School Committee body is acting unreasonably. The Education Coordinator would only follow up a complaint if they believed the school had either acted unreasonably or failed to carry out a statutory duty. This should be a last resort, and you should highlight the steps you have already taken to resolve the problem. You should be aware that the Office of Education of the Greek Embassy will not usually be able to investigate a complaint if the child no longer attends the school where the incident took place.

Contact details for the Department of Education are:

Tel: +44(0)20 72215977 +44 (0)2072210093

Email: [education@greekembassy.org.uk](mailto:education@greekembassy.org.uk)

### **Are there any exceptions to the school's complaints procedures?**

In the event that you wish to complain for one of the topics listed below, you need to go directly to Stage 3:

- Admissions to school
- Exclusions from school
- School re-organisation proposals
- Special educational need provision

- Religious education and collective worship
- Curriculum issues