

# The Vineyard

## Complaints Policy



**Approved by:**

Resources Committee

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# THE VINEYARD COMPLAINTS POLICY

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## **1. Definitions and aims**

### **1.1 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 or statement of dissatisfaction however made, about actions taken or a lack of action”

In most cases, a concern can be resolved through informal means. A complaint will follow formal procedures.

### **1.2 Aims**

Our school aims to meet its statutory obligations when responding to complaints from parents/carers of pupils at the school, and others.

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

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- 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 by informal means wherever possible. Where this is not possible, the formal complaints 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 of section 29 of the Education Act 2002, which states that schools must have and make available a procedure to deal with all complaints relating to their school and to any community facilities or services that the school provides.

It is also based on guidance for schools on complaints procedures from the Department for Education (DfE), including the model procedures for complaints and for managing serial and unreasonable complaints.

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 (EYFS) requirements.

### **3. Scope**

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

- Admissions, Statutory assessments of special educational needs (SEN), School re-organisation proposals which should be addressed to Richmond Local Authority
- Safeguarding matters which are covered in the school's Keeping Children Safe policy
- Staff grievances, capability or disciplinary issues which are covered by the school's relevant policies
- Suspension and permanent exclusion which are covered in the school's policy. Permanent exclusion complaints should be addressed to Richmond Local Authority.
- Anonymous complaints will be handled under the Whistle-blowing Policy
- National Curriculum please refer to the DfE

Complaints about services provided by other providers who use school premises or facilities should be directed to the provider concerned.

### **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

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- Ask for assistance as needed
- Treat all those involved with respect
- Do not approach individual governors about the complaint
- Do 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
- 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 governors, clerk and local authority (LA)
- 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 governing board

The clerk will:

- Be the contact point for the complainant and the complaints panel, including circulating the relevant papers and evidence before complaints panel meetings
- Arrange the complaints hearing
- Record and circulate the minutes (but not the panel's deliberations) 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:

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

### 5.1 Timescales

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 timeframe 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. We may delay considering complaints received within the last 2 weeks of the academic year to the following academic year.

If at any point we cannot meet the timescales 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 fulfilment of early years requirements

We will investigate all written complaints relating to our school's fulfilment of the Early Years Foundation Stage requirements (EYFS) 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 our school is not meeting the Early Years Foundation Stage requirements, by:

- Calling 0300 123 4666
- Emailing [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)
- Using the online contact form available at <https://www.gov.uk/government/organisations/ofsted#org-contacts>

We will notify parents and carers if we become aware that our 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. Informal process

Our school will take informal concerns and complaints seriously and make every effort to resolve the matter quickly. It might be sufficient to acknowledge that the complaint is valid in whole or in part. In addition, it may be appropriate 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 of the steps that have been or will be taken to try to ensure that it will not happen again.
- An undertaking to review School policies in light of the complaint.

We aim to ensure that concerns are handled, if at all possible, without the need for formal procedures and encourage complainants 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.

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At all times we will seek to identify areas of agreement between the parties and clarify any misunderstandings that might have occurred because this can create a positive atmosphere in which to discuss any outstanding issues

The complainant should raise the concern as soon as possible within the timescales set out in section 5.1.

The concern should be addressed to the relevant member of school staff or the headship team, either in person or by email, telephone or letter. If the complainant is unclear who to contact or how to contact them, they should refer to our lines of communication document [The Vineyard Lines of Communication](#) or ask the school office. Complainants should not approach individual governors to raise concerns as governors have no power to act on an individual basis.

The school will acknowledge informal concerns within 2 school days, which will confirm how the school intends to proceed, including an indication of the anticipated timescale.

The informal stage will involve a meeting between the complainant and the headteacher and/or a member of the headship team and possibly the staff member of concern, if appropriate. A written response will be provided by the school within 10 school days following the informal meeting.

If the concern is about the headteacher, the informal stage will involve a meeting between the complainant and a governor. The governor will also meet with the headteacher separately. A written response will be provided by the governor within 15 school days following the informal meeting. The governor may invite a note taker to be present.

The school may decide to ask a governor to act as a neutral party to facilitate discussions, as needed.

If the concern is not resolved informally despite all efforts, it will be escalated to a formal complaint.

If a complainant wishes to withdraw their complaint at any stage we will ask them to confirm this in writing.

### **7. Formal process (not complaints against the headteacher or governors)**

We have adopted a 2-stage process for dealing with formal complaints:

- Stage 1 – formal investigation
- Stage 2 – review panel

This procedure will be invoked only once all attempts at informal resolution have failed.

#### **7.1 Stage 1: Formal investigation**

Formal complaints must be raised by letter or email addressed to the Headteacher or, in the case of a complaint against the Headteacher, to the Chair of Governors via the clerk at [clerk@vineyard.richmond.school.uk](mailto:clerk@vineyard.richmond.school.uk) within 10 school days of the last communication in the informal process.

We will ask the complainant to complete the Complaints form in Appendix A and return it to school within 10 school days. Complainants should provide details such as relevant dates, times, and the names of witnesses of events, alongside copies of any relevant documents, and what they feel would resolve the complaint.

If complainants need assistance raising a formal complaint, they can contact the school office.

The headteacher will record the date the Complaints form is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 2 school days.

The headteacher (or designated member of the senior leadership team) will seek to clarify the nature of the complaint and seek a resolution. The headteacher can consider whether a face to face meeting is the most appropriate way of doing this. The complainant may be accompanied to this meeting, and should inform the school of the identity of their companion in advance.

In certain circumstances, the school may need to refuse a request for a particular individual to attend any such meeting – for example, if there is a conflict of interest. If this is the case, the school will notify the

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complainant as soon as they are aware, so that the complainant has the opportunity to arrange alternative accompaniment. Legal representation will not normally be appropriate.

The headteacher (or other person appointed by the headteacher for this purpose) will then conduct their own investigation. The member of staff designated to investigate the complaint will endeavour to provide a comprehensive, open, transparent and fair consideration of the complaint through:

- establishing what has happened and who has been involved
- clarification of the nature of the complaint and what remains unresolved
- consideration of records and other relevant information
- interviewing other people relevant to the complaint, allowing them to be accompanied if they wish
- analysing information
- identifying solutions and recommending courses of action to resolve problems

If the complaint is against a member of staff, that member of staff has a right to be given details of the complaint and the opportunity to make representation about it.

The investigator may keep notes of the meetings themselves or arrange for a note taker to do this on their behalf (such notes being to assist the investigator and not recorded as minutes)

The written conclusion of this investigation will be sent to the complainant within 15 school days. Please note that if a complaint is raised in the last week of the academic year the response will be within 15 school days of the new school year.

### How to escalate a complaint

If the complainant wishes to proceed to the next stage of the procedure, they should inform the clerk to the governing board within 10 school days of receipt of the written conclusion of the investigation. Requests received outside of this timeframe will be considered in exceptional circumstances.

Complaints can be escalated by contacting the clerk to the governing board by email or letter (clerk@vineyard.richmond.school.uk).

The clerk will need the details of the complaint as set out above, as well as **details from the complainant on how they feel the previous stage of the procedure has not addressed their complaint sufficiently, which elements of their complaint remain unresolved and what outcome they are seeking from the Complaint review panel.**

Any staff conduct complaints may also be considered under the staff Disciplinary Procedure. Complainants will be notified if this is the case but not the outcome of the process.

The clerk will acknowledge receipt of the request within 5 school days and schedule a hearing to take place as soon as practicable and normally within 20 school days, where possible. The panel will not normally sit during school holidays.

### 7.2 Stage 2: Submit the complaint to the review panel

#### Convening the Complaint Review Panel

The aim of the Complaint Review Panel meeting is to review how the School has managed the complaint, not to re-investigate the complaint itself. This will include reviewing outcomes from the informal process and Stage 1 and evaluating whether the School has followed its policies and procedures. The panel should also give consideration to achieving reconciliation between the School and complainant, although it has to be recognised that this is not always possible.

The review panel consists of 3 members of the governing board who do not have direct knowledge of the complaint. These individuals will have access to the existing record of the complaint's progress. The governors will select a panel chair from among themselves.

If not enough impartial governors are available, we will seek panel members from other schools or the local authority. We will make sure the governors we source are suitably skilled and can demonstrate that they are independent and impartial.

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The complainant will be given reasonable notice of the date of the review panel.

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

Any written material will be circulated to all parties at least 4 school days before the date of the meeting.

The board will ensure that the hearing is properly minuted.

### **At the meeting**

See Appendix B for details of the meeting procedure. The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted as evidence unless required as part of reasonable adjustments. Prior knowledge and consent of all parties attending will be sought before such recorded 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 submissions prior to the meeting.

The complainant must be allowed to attend the panel hearing (unless they have rejected the offer of 3 proposed dates above) and be accompanied by a suitable companion if they wish. Legal representation is not allowed but we will make exceptions 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.

The panel, the complainant and the school representative (either a member of the headship team or a governor who conducted the investigation in the first stage) will be given the chance to ask and reply to questions. Once the complainant and school representatives have completed presenting their cases, they will be asked to leave, and the 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 subject of the complaint, and make a copy of the findings and recommendations available for inspection by the headteacher.

### **The outcome**

The panel 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 20 school days.

## **8. Formal complaints against the headteacher, a governor or the governing board**

### **8.1 Stage 1: Formal**

Complaints that involve or are about the headteacher should be addressed to the chair of governors, via the school office or clerk, and marked as private and confidential.

Complaints about the chair of governors, any individual governor or the whole governing board should be addressed to the clerk to the governing board via the school office, marked as private and confidential.

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If the complaint is about the headteacher or 1 member of the governing board (including the chair or vice-chair), a suitably skilled and impartial governor will carry out the steps at stage 1 (set out in section 7 above).

If the complaint is:

- Jointly about the chair and vice-chair
- The entire governing board
- The majority of the governing board

An independent investigator will carry out the steps in stage 1 (set out in section 7 above). They will be appointed by the governing board and will write a formal response at the end of their investigation.

### **How to escalate a complaint**

If the complainant wishes to proceed to the next stage of the procedure, they should inform the clerk to the governing board in writing within 10 school days. Requests received outside of this timeframe will be considered in exceptional circumstances.

The clerk will need the details of the complaint as set out above, as well as details from the complainant on how they feel the previous stage of the procedure has not addressed their complaint sufficiently, and what they feel would resolve the complaint.

The clerk will acknowledge receipt of the request within 5 school days.

### **8.2 Stage 2: Review panel**

If the complaint is about the headteacher or 1 member of the governing board (including the chair or vice-chair), a committee of members of the governing board will hear the complaint. They will carry out the steps at stage 2 (set out in section 7 above).

If the complaint is:

- Jointly about the chair and vice-chair
- The entire governing board
- The majority of the governing board

A committee of independent governors will hear the complaint. They will be sourced from local schools and/or the local authority and will carry out the steps at stage 2 (set out in section 7 above).

## **9. 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 DfE.

The DfE will not re-investigate the matter of the complaint. It will look at whether the school's complaints policy and any other relevant statutory policies that the school holds were adhered to. The DfE also looks at whether the school's statutory policies adhere to education legislation.

The DfE will intervene where a school has:

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

If the 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:

[www.gov.uk/complain-about-school](http://www.gov.uk/complain-about-school)

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

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### 10. Unreasonable and persistent complaints

#### 10.1 Unreasonable complaints

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

- Refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- Refuses to co-operate with the complaints investigation process
- 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 that 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

**Please note:** the above list is not intended to be exhaustive and is for guidance purposes only. It is at the discretion of the school what is deemed to be unreasonable.

Complainants should try to limit their communication with the school 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.

#### **Steps we will take**

We will take every reasonable step to address the complainant's comments 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.

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, refer them to this policy and remind

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them to act in accordance with it. For complainants who excessively contact the school causing a significant level of disruption, 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

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 school premises and ensuring appropriate measures of support are provided to staff where they are the subject of aggression and/or violence.

### 10.2 Serial/persistent complaints

If the complainant contacts the school again on the same issue, the correspondence may then be viewed as 'serial' or 'persistent'. We may stop responding to the complainant when the following conditions are met:

- We have taken every reasonable step to address the complainant's concerns
- The complainant has been given a clear statement of our position and their options
- The complainant contacts the school repeatedly, making substantially the same points each time
- The case to stop responding is stronger if:
  - The complainant's communications are often or always abusive or aggressive
  - The complainant makes insulting personal comments about or threats towards staff
  - We have reason to believe the individual is contacting the school with the intention of causing disruption or inconvenience

Where we decide to stop responding, we will inform the individual that we intend to do so. We will also explain that we will consider any new complaints they make provided the concerns raised are materially different to those raised previously and/or are unconnected to the previous concern

### 10.3 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 a duplicate complaint is raised, which in the view of the school, warrants further consideration, the procedure outlined in section 6 or 7 (as appropriate) will be repeated.

### 10.4 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

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

### **11. Record keeping and confidentiality**

Our 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 stored securely, 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 policy.

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

Where the governing board 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 governing board, who will not unreasonably withhold consent.

### **12. Learning lessons**

The Chair of Governors will review any underlying issues raised by complaints with the headteacher, 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.

### **13. Monitoring arrangements**

The Chair of Governors will monitor the effectiveness of the complaints procedure in making sure that complaints are handled properly. The Governing Board 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 governing clerk.

This policy will be reviewed and approved by Resources Committee of the Governing Board every 2 years.

### **14. Links with other policies**

Policies dealing with other forms of complaints include:

- Keeping children safe policy
- Suspension and permanent exclusion policy
- Staff grievance procedures
- Staff disciplinary procedures
- Special educational needs policy and information report
- Privacy notices

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### Appendix A

### Complaint form

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

Your name:	
Pupil's name (if relevant):	
Your relationship to the pupil (if relevant):	
Contact phone number:	
Email address:	
Please give details of your complaint, including whether you have spoken to anybody at the school about it:	
What actions do you feel might resolve the problem at this stage?	
Are you attaching any paperwork? If so, please give details.	
Signature:	
Date:	

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### Appendix B

#### CHECKLIST FOR A PANEL HEARING

The governors' complaints review panel needs to take the following points into account:

- The hearing is as informal as possible.
- After introductions, the complainant is invited to explain their complaint,
- The Headteacher (or the delegated member of staff) may question the complainant
- The Headteacher is then invited to explain the school's actions
- The complainant may question the Headteacher
- The panel may ask questions at any point.
- The complainant is then invited to sum up their complaint.
- The Headteacher is then invited to sum up the school's actions and response to the complaint.
- Both parties leave together while the panel decides on the issues.
- The chair explains that both parties will hear from the panel within a set time scale.

#### The Role of the Clerk to the Governors in a Review:

The Review will be serviced by the clerk to the governors or their deputy. The clerk is the contact point for the complainant and will:

- Set date, time and venue of the Review, ensuring the venue and proceedings are accessible
- Collate any written material and send it to the parties in advance of the Review within the timeframes set out above
- Meet and welcome the parties as they arrive at the Review
- Take minutes of the proceedings
- Circulate the minutes of the Review to all parties, such minutes being a summary of the discussion, but not including the Panel's deliberations
- Notify all parties of the Panel's decision

#### The Role of the Chair of the Panel:

The Chair of the Panel has a key role, ensuring that:

- The Review is minuted
- The remit of the Panel is explained to the complainant and both they and the Headteacher have the opportunity of addressing the Panel without undue interruption
- The issues are addressed
- The Panel are able to ask questions at any point
- Parents/carers and others who may not be used to speaking at such a meeting are put at ease
- The Review is conducted in an informal manner with everyone treating the other with respect and courtesy
- The Panel is open minded and acting independently
- No member of the Panel has a vested interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- Written material is seen by everyone in attendance.
- There is liaison with the Clerk and complaints co-ordinator