



**BRADGATE**  
Education Partnership

Stronger Together

**POLICY:**

# Complaints Procedure

Approved: Board of Trustees  
Approved Date: 27/04/2026  
Review Date: May 2027  
Responsible Officer: Deputy CEO

Ambitious  
Collaborative  
Ethical



**BRADGATE**  
Education Partnership

## MISSION:

Through strong collaboration between our schools, Bradgate Education Partnership is committed to providing an ambitious and inclusive education for all.

We want our children and young people to realise their full potential academically, socially and personally. We celebrate the distinctive ethos of each individual school. We ensure that all who are part of our Trust have a deep sense of belonging and a supportive opportunity to grow.



## Stronger Together



## VALUES:



### Ambitious

We aim high and are aspirational for all.



### Collaborative

We work closely together to encourage, support, challenge and share.



### Ethical

We treat everyone fairly, within a culture of kindness and respect.

## VISION:



### PUPILS

All our pupils are equipped with the knowledge, skills, values and attitudes to thrive in life and make a positive difference.



### SCHOOLS

All our schools provide a safe and happy space where pupils study an ambitious curriculum which unlocks their personal potential so that they achieve exceptional outcomes.



### WORKFORCE

All staff have positive impact in their roles whilst feeling supported and valued both personally and professionally.



### COMMUNITY

All our schools embrace the local area they serve within a deeply embedded culture of community partnership.



### WIDER WORLD

All our pupils and staff understand, respect and embrace the diversity of the wider world in which they live.



### SUSTAINABILITY

Across our partnership, everything we do is aligned to meet the needs of the present without compromising a sustainable future.

Tel: 0116 478 3426

[bepschools.org](http://bepschools.org)



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## 1.0 Introduction

- 1.1 The Trust is committed to working in close partnership with all members of the community and places great value on the role which parents and carers can play in supporting children's learning.
- 1.2 The Trust actively encourages a positive relationship between its schools and the families of children who are in our care. We also make every effort to have good relations with our neighbours and the wider community.
- 1.3 The Trust wish to uphold its reputation and that of the schools within it and therefore seek to ensure that all complaints are dealt with via this policy with the focus being on a collaborative and positive approach to dealing with matters swiftly and appropriately.

## 2.0 Scope & Principles

- 2.1 This policy complies with Education (Independent School Standards (England) Regulations 2014 Schedule 1, Part 7
- 2.2 This policy outlines the Trust's approach to dealing with parental complaints in relation to any child/student within the Trust's care.
- 2.3 The policy provides a fair and consistent complaints procedure to be utilised across the Trust which aims to be clear and easy to use for parents/carers wishing to make a complaint.
- 2.4 The policy aims to make sure all complaints are investigated fairly and in a timely manner.
- 2.5 The Trust will aim to ensure that complaints are, wherever possible, resolved and that relationships are repaired where necessary.
- 2.6 The Trust will utilise this policy and complaints that are received to help improve the education of the children/students within our care. The Trust will ensure that lessons are learned from complaints that are received where appropriate, reviewing the Trust's/school's systems and procedures in the light of the matters raised.
- 2.7 The policy aims to ensure that in most situations concerns that are raised can be resolved very quickly through the Trust's day to day communication between parents and staff. For those situations where this is not the case, the Trust will take the necessary steps as outlined in this policy.



- 2.8 The Trust will treat all complaints with the necessary respect and will ensure that complaint information is handled sensitively. Only necessary and appropriate individuals will be made aware of the complaint that has been raised and all records of complaints will be maintained confidentially.
- 2.9 We will not normally investigate anonymous complaints. However, the person receiving the complaint will determine whether the complaint warrants an investigation.
- 2.10 This policy is not intended to be used for employment matters, these will be dealt with under the appropriate HR policies and procedures. Complaints about staff are dealt with under the school's or trust's internal disciplinary procedures, if appropriate. A complainant will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant may be notified that the matter is being addressed. If the complaint involves another pupil, no information will be shared about any action taken regarding that pupil.
- 2.11 Mediation can be useful when there has been a breakdown in communication between the school and parents/carers. It can help to resolve differences and find an agreed way forward. The school or the parent/carer may suggest mediation and both parties need to agree to it. Mediation can be sought at any point during the complaint procedure and should be focused on finding a resolution and re-building a positive and amicable relationship between the school and parents/carers. Mediation does not prevent the complaint procedure from continuing.
- 2.12 An admission that the situation could have been handled differently or better is not an admission of negligence.
- 2.13 Group or collective complaints are not accepted under this procedure. Each parent or carer wishing to raise a concern must do so individually and in relation to their own child. This ensures fairness, confidentiality, and clarity of investigation. Where similar issues are raised by more than one complainant, the Trust may identify common themes and address these collectively where appropriate. If the school/Trust receives large volumes of complaints all based on the same subject and/or from complainants unconnected with the school/Trust, we may address the complaints by sending a template response to all complainants and/or publishing a single response on the website of the school/Trust. Such responses may advise complainants to contact the Department for Education if they are dissatisfied with the handling of their complaint.
- 2.14 Requests for term time holidays that have not been authorised will not be considered as grounds for a formal complaint. In these cases, the head teacher's decision remains final.



2.15 The following areas fall outside of this policy as they are covered by their own statutory procedures:

- Admissions
- Exclusions of pupils
- Matters likely to require a Child Protection investigation
- School re-organisation proposals
- Statutory assessments of Special Educational Needs
- Staff grievances and disciplinary procedures
- Whistleblowing
- Complaints about external service providers who may use school premises or facilities

### **3.0 Informal/Formal Complaint Differentiation**

3.1 A concern is an expression of worry or doubt over an issue considered to be important for which reassurances are sought. A complaint is an expression of dissatisfaction about previous concerns not resolved, actions taken or a lack of action. It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally by discussing with an appropriate member of staff, without the need to use the formal stages of the complaints procedure. We understand, however, that there are occasions when people would like to raise their concerns or complaints formally. On such occasions the school/Trust will attempt to resolve the issue through the stages outlined in this Complaints Procedure.

3.2 An expression of dissatisfaction may be made informally orally to a member of Trust staff about an aspect of the school/Trust which can be dealt with by that staff member at the time.

3.3 For any complaints that cannot be resolved informally then parents/carers have the option to express dissatisfaction in writing about an aspect of the Trust/school.

### **4.0 Timescales of Raising a Complaint**

4.1 Complaints must be made as soon as possible and no later than three months after the incident/event.

4.2 Complainants should, from the earliest stage of their complaint, say what outcome they want and what they think might resolve the situation.



- 4.3 The Trust/school reserves the right to refuse to investigate a concern or complaint outside of this timescale if it appears reasonable and fair to do so, having regard to the circumstances surrounding the complaint. This will be judged on a case-by-case basis by the Head Teacher of the school.
- 4.4 The Trust will aim to address complaints in a timely and efficient manner. There may be occasions when the Trust is unable to achieve the timescale indicated. In such circumstances, the Trust/school will write to the parent/carer outlining the reason for the delay and provide a new timescale for the conclusion of that part of the process.
- 4.5 Complaints made outside term-time will be treated as received on the first school day after the holiday period.

## 5.0 Procedure for Making a Complaint

### 5.1 **Stage 1: Informal concern**

- 5.1.1 An initial concern (Stage 1) should be raised with the class teacher or the member of staff concerned. Complainants should not approach individual Local Advisory Board members or Trustees to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent Trustees from considering complaints at Stage 3 of the procedure.
- 5.1.2 The parent/carer should identify at this point the issue/incident that has arisen and discuss with the staff member the outcome required in order for the Trust/school to address the concern as quickly and effectively as possible. **Stage 1 Complaint form must be completed ([please click here](#)).**
- 5.1.3 A member of staff from the school should be able to either respond at that point or at the latest within 5 school days from the complaint being raised.
- 5.1.4 Any unresolved issues following initial contact with the class teacher or member of staff concerned may be escalated to a more senior member of staff – e.g. a member of the Senior Leadership Team (SLT) or the Deputy Headteacher before the conclusion of Stage 1.

### 5.2 **Stage 2: Formal Complaint**

- 5.2.1 If the parent/carer does not feel that the concern has been resolved at the Stage 1 then it will be appropriate for a formal complaint to be made directly to the Head Teacher.
- 5.2.2 Formal complaints must be submitted within 10 school days of Stage 1 being concluded. **Stage 2 Complaint form must be completed ([please click here](#)).**



- 5.2.3 The complaint must be made in writing indicating the reason for the complaint and the desired outcome that is required.
- 5.2.4 Head Teachers must record the date the complaint is received and acknowledge the complaint within 5 school days. The acknowledgement will include the following information:
- A date for a written response within 14 school days.
  - The steps they will take to investigate the matter raised within the complaint.
  - How they will communicate the outcome of their investigation with the parent/carer.
- 5.2.5 The Head Teacher will be responsible for ensuring that the complaint is investigated appropriately:
- They may meet with the parent/carer to clarify details of the complaint and the resolution that is being sought.
  - As part of the investigation the Head Teacher may meet with the necessary individuals in order to investigate the matter.
  - Head Teachers may also wish to consult necessary policies and procedures and any other relevant documentation to inform their investigation process.
  - The Head Teacher may delegate the investigation to another member of the school's senior leadership team, but not the decision to be taken.
- 5.2.6 On conclusion of the investigation, the Head Teacher (with support from the external investigator as appropriate) will write to the parent/carer with the outcome of the investigation. The letter will cover:
- The steps the Head Teacher has taken to investigate the matter to include information on meetings that may have been held with staff members and outline the documents that have been reviewed
  - Outline the findings of the investigation
  - Provide a decision on the outcome of the complaint
  - Information on how to appeal against the Head Teacher's decision should the parent/carer not be satisfied with the Head Teacher's investigation and decision.
  - Alternatively, the Head Teacher may write to the parent/carer to invite them into school for a meeting to discuss the outcome of the complaint with them directly.
- 5.2.7 Possible outcomes of the Head Teacher's investigation could include:
- Restorative action to repair relationships
  - Amendments to policies/procedures at school or Trust level
  - Appropriate action plans being put in place which may be specific or general to the complaint that has been investigated



- Further training for staff that may be involved with the complaint

5.2.8 If the complaint is about the Head Teacher the parent/carer should refer the formal written complaint to the Trust Director or Deputy Director of Education who will undertake the necessary steps as outlined above to investigate and conclude the matter.

5.2.9 If the complaint is about a member of the school's Local Advisory Board (LAB) or the entire LAB the parent/carer should refer the formal written complaint to the Trust Governance Lead to be heard by the Trust Board.

5.2.10 Complaints about the Trust should be made in writing to the Board Clerk to be heard by a committee of the Trust Board.

5.2.11 It may be necessary dependent upon the outcome of the investigation process that the matter is referred to be dealt with in line with other Trust policies, for example the Trust's Disciplinary Policy or Safeguarding/Child Protection Policy. In these circumstances it will not be necessary for the parent/carer to be aware of the details associated as the Trust are expected to meet its obligations with regards to confidentiality. A sufficient response will be provided to parent/carers to assure them that the matter has been dealt with.

### 5.3 **Stage 3: Appeal (Panel Hearing)**

5.3.1 If the parent/carer remains dissatisfied with the steps that the Head Teacher has made to investigate the complaint or are not satisfied with the outcome of the complaint, then the parent/carer will be provided with the opportunity to make an appeal to be heard at a panel hearing. The panel will consist of 3 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 involved. This is the final stage of the complaints procedure.

5.3.2 The appeal should be made in writing to the Director or Deputy Director of Education within 10 school days of the date of the Head Teacher's outcome letter. **Stage 3 Complaint form must be completed ([please click here](#))**. Additional documents will be accepted if the information provided is in support of original concerns raised in Stages 1, 2 & 3. This **must** not be an additional complaint or unrelated information.

5.3.3 The appeal should outline specific reasons for the appeal, specifically appealing against one or both of the following:

1. The process used by the Head Teacher when undertaking the investigation into the complaint



2. The outcome of the appeal

- 5.4 The Director or Deputy Director of Education will acknowledge receipt of the appeal within 5 school days.
- 5.5 The Chair of the Panel will convene an appeal hearing to take place within 21 school days of the date of the acknowledgment letter. The appeal hearing will consist of:
- 5.5.1 Chair of the Panel (Director or Deputy Director of Education unless points 5.14 to 5.18 apply)
  - 5.5.2 A Board Trustee as a member of the panel (unless points 5.14 to 5.18 apply)
  - 5.5.3 A member who is independent from the management and running of the school such as a Head Teacher from another Trust school.
- 5.6 It will be necessary for the Head Teacher to attend the appeal hearing to present the Trust/school's case.
- 5.7 The Chair of the Panel will write to the parent/carer to invite them to an appeal hearing, the letter will outline:
- 5.7.1 The date, time and venue of the meeting
  - 5.7.2 The name of the panel members and their position within the Trust/school
  - 5.7.3 The name of any other individual attending the meeting such as the Head Teacher/clerk to the meeting/any other relevant witnesses
  - 5.7.4 The remit of the hearing
  - 5.7.5 The format of the hearing
  - 5.7.6 The parent/carers right to attend the hearing accompanied if they wish. The role of the accompanying individual is to provide support only to the parent/carer, they are not present to speak on behalf of the parent/carer or answer questions on their behalf.
  - 5.7.7 The option for parent/carers to request for witnesses to be present at the appeal hearing and the date in which they must notify the Trust/school that they wish for this to be the case.
  - 5.7.8 The opportunity for parent/carers to submit any additional paperwork for the appeal panel to consider by a specific date before the appeal hearing.
- 5.8 The appeal panel, the parent/carer and Head Teacher will be provided with a bundle prior to the appeal hearing taking place so that all parties are clear on the paperwork and information that is being reviewed.
- 5.9 The appeal panel will not re-hear the case, but will hear the appeal in line with points 5.3.3 above.



- 5.10 The appeal panel will follow the agenda as outlined in **Appendix 1** of this policy.
- 5.11 Possible outcomes that may be provided by the appeal panel to the parent/carer include:
- 5.11.1 Dismissal of the appeal in whole or in part;
  - 5.11.2 To uphold the appeal in whole or in part;
  - 5.11.3 To decide on the appropriate action as an outcome of the appeal being raised;
  - 5.11.4 To recommend changes to the Trust/school on systems or procedures to ensure that problems of a similar nature do not recur.
- 5.12 The Chair of the Panel will take the final decision as an outcome of the appeal hearing supported by the panel members.
- 5.13 The Chair of the Panel will notify the complainant:
- 5.13.1 In writing of the outcome of the appeal within 5 school days of the appeal panel taking place.
  - 5.13.2 The letter to the complainant will include details of how to contact the Department for Education (DfE) if they are dissatisfied with the way their complaint has been handled. (See also point 6.0 below.)
  - 5.13.3 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 the Trust/school will take to resolve the complaint.
  - 5.13.4 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 Ofsted, the Trust and the head teacher.
  - 5.13.5 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.
  - 5.13.6 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.
- 5.14 If Stage 2 has been investigated by the Director or Deputy Director of Education as the original complaint was made against the Head Teacher, then any appeal against the Director or Deputy Director of Education's investigation/outcome must be made to the Chief Executive Officer in line with the points above.



- 5.15 In such circumstances, the Chief Executive Officer will chair an appeal panel, supported by a Trustee and a panel member who is independent of the management and running of the school involved such as a Head Teacher from another school.
- 5.16 If Stage 2 has been investigated by a committee of the Trust Board, then any appeal against the investigation/outcome must be made to the Chair of the Trust Board in line with the points above.
- 5.17 In such circumstances, the Chair of the Trust Board will chair an appeal panel, supported by a Trustee not involved in the investigation at Stage 2 and a panel member who is independent of the management and running of the school or Trust.
- 5.18 If the complaint is:
- Jointly about the Chair and Vice Chair of the Trust Board or
  - The entire Trust Board or
  - The majority of the Trust Board

Stage 3 will be heard by a completely independent committee panel. The panel will consist of three members, none of whom will have been involved in the incidents or events which led to the complaint, or have been involved in dealing the complaint in the previous stages, or have any detailed prior knowledge of the complaint.

The independent panel member will be independent of the management and running of the Trust. This means they will not be either a Trustee or an employee of the Trust.

## 6.0 Next step

- 6.1 If the complainant believes that their complaint was not handled in accordance with the published complaints procedure or that the school/Trust acted unlawfully or unreasonably in Page 14 of 20 the exercise of their duties, they can refer their complaint to the Department for Education (DfE) after they have completed Stage 3.
- 6.2 The DfE will not normally reinvestigate the substance of complaints or overturn any decisions made. They will consider whether the school/Trust has adhered to education legislation and any statutory policies connected with the complaint and whether they have followed Part 7 of the Education (Independent School Standards) Regulations 2014.
- 6.3 The complainant can refer their complaint to the DfE via [Complain about a school to the Department for Education](#)



## 7.0 Vexatious Complaints

- 7.1 Where the Trust/school feel that a complainant is carrying out unreasonable and persistent complaints and/or behaviour towards the Trust/school is deemed as unnecessary and inappropriate then the Trust/school may deem this as vexatious.
- 7.2 The Trust/school may take actions to address these types of issues and the types of action may include placing limits on the amount of contact time provided by the school or the Trust/school may opt not to continue with implementing the Complaints Policy any further.
- 7.3 In such exceptional circumstances the parent/carer will receive notification in writing.

## 8.0 Unjustified, Inappropriate or Improper complaints

- 8.1 We are committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. We will not normally limit the contact complainants have with our school. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.
- 8.2 The following criteria will be used to determine whether a complaint is manifestly unjustified, inappropriate or improper:
  - 8.2.1 Where all reasonable steps have been taken by the Trust/school to address matters
  - 8.2.2 Where a clear statement has been provided of the Trust/school position
  - 8.2.3 In circumstances when the school is being repeatedly contacted with the same points being raised
  - 8.2.4 Where the school has reasonable grounds for believing the intention is to cause inconvenience
  - 8.2.5 In circumstances when communications are aggressive in tone or content. Abusive, derogatory and/or threatening comments will not be tolerated by the Trust/school.
  - 8.2.6 Where the complainant refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
  - 8.2.7 Where the complainant refuses to co-operate with the complaints investigation process
  - 8.2.8 Where the complainant refuses to accept that certain issues are not within the scope of the complaints procedure
  - 8.2.9 Where the complainant insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice



- 8.2.10 Where the complainant introduces trivial or irrelevant information which they expect to be taken into account and commented on
  - 8.2.11 Where the complainant raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
  - 8.2.12 Where the complainant makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
  - 8.2.13 Where the complainant changes the basis of the complaint as the investigation proceeds
  - 8.2.14 Where the complainant 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
  - 8.2.15 Where the complainant seeks an unrealistic outcome
  - 8.2.16 Where the complainant 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
  - 8.2.17 Where the complainant knowingly provides falsified information
  - 8.2.18 Where the complainant publishes unacceptable information on social media or other public forums.
- 8.3 In the event that a complaint meets the above criteria, the Director or Deputy Director of Education will:
- 8.3.1 Acknowledge the complaint asking the complainant to limit their communication whilst the complaint is being processed
  - 8.3.2 Assess the complaint against 8.2.1 – 8.2.18
  - 8.3.3 Seek to determine what the complainant hopes to achieve
  - 8.3.4 Consider offering the complainant a meeting or telephone call to explain what actions can be taken and what limitations exist
  - 8.3.5 Attempt to defuse the situation where possible
  - 8.3.6 Mark the complaint as "unreasonable" only where the behaviours described continue
- 8.4 Where behaviours continue, the Head Teacher, Director or Deputy Director of Education will:
- 8.4.1 Write to the complainant to explain why the complaint is unsuitable for formal investigation.
  - 8.4.2 Ask the complainant to amend their complaint
  - 8.4.3 Where complaints are excessive or an amendment is not forthcoming we will limit the method of communication between the complainant and the school/trust,
  - 8.4.4 The trust/school will never ignore communication but may respond briefly to a complainant indicating that there will be not further communication or consideration of this matter.



8.4.5 Any communication restriction will be reviewed after 6 months

8.5 In the event of aggression or violence we will inform the police and communicate our actions in writing. This may include barring an individual from school or trust sites.

## **9.0 Complaints Not Arising from Parents/Carers**

9.1 If you are not a parent/carer of a child at one of our schools and wish to raise a complaint not in relation to the education/care of your child, please make contact directly with the Head Teacher to discuss the complaint.

9.2 Where the complaint is in relation to Trust, please refer the complaint to the Chief Executive Officer or the Chair of Trustees by emailing [complaints@bepschools.org](mailto:complaints@bepschools.org)

## **10 Requests for Information**

10.1 Reasonable requests for information are welcomed. Sometimes information pertaining to the circumstances or context relating to a complaint can provide additional clarity and help to find a resolution.

10.2 Where a parent/carer wishes to request information, they must follow the Trust's General Data Protection Regulation Policy.

10.3 In the case of persistent or serial requests, requests for information which are disproportionate or repetitious may be regarded as vexatious or unjustified and the Trust may reserve the right not to disclose the information requested.



## **Appendix 1**

### **Appeal Panel – Agenda for Complaints Appeal Hearing**

#### **1. Introduction**

- a. Chair of the Panel to make introductions and outline the process of the hearing.

#### **2. Presentation of the Parents/Carer Appeal**

- a. The parent/carers may make an opening address outlining the appeal case
- b. If witnesses are required, the parent/carers will call each witness in turn so that:
  - i. The witness is asked questions by the parent/carers
  - ii. The Trust's representative has the opportunity to ask the parent/carers/witness questions
  - iii. The members of the Appeal Panel have the opportunity to question the parent/carers/witness
- c. Each witness withdraws after giving evidence

#### **3. Presentation of Management Case**

- a. The Trust's representative may make an opening address outlining the case.
- b. The Trust representative calls each witness in turn so that
  - i. The witness is asked questions by the Trust's representative
  - ii. The parent/carers representative has the opportunity to ask the trust representative/witness questions
  - iii. The members of the Appeal Panel have the opportunity to question the trust representative/witness
- c. Each witness withdraws after giving evidence

#### **4. Summing Up**

- a. The Trust's representative will be given opportunity to sum up the case that has been presented to the panel
- b. The parent/carers shall have the opportunity to sum up their case if they so to have the last word before withdrawal

#### **5. Closed Session**

- a. Both parties then withdraw and the appeal hearing is brought to a close
- b. The appeal panel will deliberate and make their decision during closed session
- c. The decision will be communicated in writing within 5 school days of the appeal hearing