



**MANOR**  
MULTI ACADEMY TRUST

# Complaints Policy

(for complainants who are NOT parents/carers  
of current pupils in the Trust)

Signed: D Coles (Chair of the Trust)

Date: 20.7.23

Review period: every 2 years or on legislative updates

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## 1. Aims

This policy applies to complainants who are **not** parents/carers of current pupils in the Trust.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect complainants' desire for confidentiality
- Treat complainants with respect
- Ensure 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.

Each school in our Trust will aim to give the complainant the opportunity to complete the complaints procedure in full.

To support this, we will ensure we publicise the existence of this policy and make it available on each school's website.

## 2. Legislation and guidance

[DfE guidance for academies](#) confirm that the statutory standards which apply to academies relate specifically to the handling of complaints from parents of pupils. Therefore, we have developed this separate (shorter) procedure for non-parent/carer complaints.

## 3. Definitions and scope

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*". The Trust will resolve concerns through day-to-day communication as far as possible.

A **complaint** is defined as "*an expression of dissatisfaction however made, about actions taken or a lack of action*".

The Trust 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:

- Complaints from parents/carers of current pupils in the Trust – please see separate Trust Complaints Policy if you are a parent/carer (separate policy 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.)

- Admissions
- Statutory assessments of special educational needs and disabilities (SEN)
- Safeguarding matters
- Exclusion
- Whistleblowing
- Staff grievances
- Staff discipline

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

*Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under (Human Resources) staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.*

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

#### **4. Principles for investigation**

When investigating a complaint, we will try to clarify:

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

We also intend to address complaints as quickly as possible. To achieve this, realistic and reasonable time limits will be set for each action within each stage.

Where further investigations are necessary, new time limits will be set, and the complainant will be sent details of the new deadline with an explanation for the delay.

The Trust expects that complaints will be made as soon as possible after an incident arises and no later than **3 months** afterwards, or, where a series of associated incidents have occurred, within 3 months of the last of these incidents.

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.

#### **Complaints received outside of term time**

We will consider any complaints made outside of term time to have been received on the first working school day after the holiday period.

#### **5. Stages of complaint**

**(Not complaints against Head teacher (HT) /Head of School (HOS) or local governance representatives)**

At each stage in the procedure, the Trust wants to resolve the complaint. If appropriate,



we will acknowledge that the complaint is upheld in whole or in part. In addition, we may offer one or more of the following:

- An explanation;
- An admission that the situation could have been handled differently or better;
- An assurance that we will try to ensure that the matter complained of will not recur;
- An explanation of the steps that have been or will be taken to ensure that it will not happen again and an indication of the timescales within which any changes will be made;
- An undertaking to review school policies in light of the complaint;
- An apology.

### Stage 1: Informal

Each school in our Trust will take informal concerns seriously and make every effort to resolve the matter quickly. It may be the case that the provision or clarification of information will resolve the issue.

The complainant (or a third party acting on their behalf, as long as they have appropriate consent to do so) should raise the informal complaint as soon as possible with the relevant member of staff or the HT/HOS, either in person or by letter, telephone or email. If the complainant is unclear who to contact they should contact the school office.

If the complainant has difficulty discussing a concern with a particular member of staff, the HT/HOS will refer them to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the HT/HOS will refer the complainant to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important. There is no suggested timescale for resolution at this stage given the importance of dialogue through informal discussion. However, it would be expected that most issues will be resolved around 15 school days. If this deadline is unable to be met, the HT/HOS/investigating officer will provide the complainant with an update and revised response date.

The informal stage will involve a meeting between the complainant and the HT/HOS and/or the subject of the complaint, if appropriate.

If the complaint is not resolved informally, the complainant will be advised that if they wish for their concerns to be considered further, they should write to the HT/HOS under Stage 2 of this procedure within 15 school days (as detailed below).

### Stage 2: Formal (final stage)

The Formal stage involves the complainant putting the formal complaint to the HT/HOS and/or the subject of the complaint via the school office in writing either via a letter or email marked "Private and confidential."

If the complaint is about the HT/HOS, a local governance representative or the Local Governing Group, **please go to Section 6.**

The complainant must provide details of the nature of the complaint and the relevant dates, times and the names of witnesses of events, alongside copies of all 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.

The formal complaint will normally be acknowledged in writing (either by letter or email) within 5 school days of receipt, along with a target date for providing a response to the complaint.

The HT (or other person appointed by the HT for this purpose) will then conduct their own investigation. The written conclusion of this investigation will be sent to the complainant.

The response will detail any actions taken to investigate the complaint and provide an explanation of the decision made by the HT/HOS/investigating officer and the reason(s) for it. Where appropriate, it will include details of actions the School will take to resolve the complaint.

This completes the complaints process for complainants who are not parents/carers of current pupils in the Trust.

## **6. Complaints against HT/HOS, the CEO and/or MAT, a local governance representative or the Local Governing Group**

Complaints made against HT/HOS, should be directed to the School's Support and Challenge Advocate.

*Complaints made against the HT/HOS will be investigated by the School's Support and Challenge Advocate. Response timescales will reflect those detailed in Section 5.*

Complaints made against the CEO or the MAT should be directed to the Chair of the Trust by contacting the Trust Governance Professional (see Governance page on MAT website for contact information).

*Complaints made against the MAT/CEO will be investigated by the Chair of the Trust. Response timescales will reflect those detailed in Section 5.*

Where the complaint is about a member of the local governance group other than the School's Support and Challenge Advocate, the School's Support and Challenge Advocate will investigate in the first instance. Response timescales will reflect those detailed in Section 5.

Where the complaint is about the School's Support and Challenge Advocate, another School Advocate will investigate and report back to the complainant.

Where the complaint is about the Chair of the Trust, the Vice-Chair of the Trust will investigate and report back to the complainant.

## **7. Referring complaints on completion of the Trust's procedure**

If the complainant believes the School/Trust did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the ESFA after they have

completed Stage 2.

The ESFA will not normally reinvestigate the substance of complaints or overturn any decisions made by the Multi Academy Trust or any of the schools within the Trust. 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 2014 legislation:

<https://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>

The complainant can refer their complaint to the ESFA online at:

<https://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>

by telephone on: 0370 000 2288 or by writing to:

Academy Complaints and Customer  
Insight Unit, Education and Skills  
Funding Agency, Cheylesmore House  
5 Quinton Road  
Coventry  
CV1 2WT

The ESFA will only consider the complaint if the complainant can provide evidence that the school or trust:

- does not have a complaints procedure
- did not provide a copy of its complaints procedure when requested
- does not have a procedure that complies with statutory regulations
- has not followed its published complaints procedure
- has not allowed its complaints procedure to be completed

The ESFA will inform the complainant that they are not able to:

- overturn the governing body's decision
- re-investigate the original complaint
- review the accuracy of minutes taken or documents provided
- order that compensation is paid
- direct the school to discipline / exclude pupils
- force the school to discipline / dismiss staff
- instruct the school to apologise

## **8. Persistent complaints**

Where a complainant tries to re-open the issue with the School/Trust after the complaints procedure has been fully exhausted and the School/Trust has done everything it reasonably can in response to the complaint, the Chair of the relevant governance group (or other appropriate person in the case of a complaint about the Chair) will inform the complainant that the matter is closed.

If the complainant subsequently contacts the School/Trust again about the same issue, the School/Trust can choose not to respond. The normal circumstance in which we will



not respond is if:

- The School/Trust has taken every reasonable step to address the complainant's needs, *and*
- The complainant has been given a clear statement of the School/Trust position and their options (if any), *and*
- The complainant is contacting the School/Trust repeatedly but making substantially the same points each time

However, this list is not intended to be exhaustive.

The School/Trust will be most likely to choose not to respond if:

- We have reason to believe the individual is contacting the School/Trust with the intention of causing disruption or inconvenience, and/or
- The individual's letters/emails/telephone calls are often or always abusive or aggressive, and/or
- The individual makes insulting personal comments about, or threats towards, school/Trust staff

Unreasonable behaviour which is abusive, offensive or threatening may constitute an unreasonably persistent complaint.

Once the School/Trust has decided that it is appropriate to stop responding, the complainant will be informed in writing, either by letter or email.

The School/Trust will ensure when making this decision that complainants making any new complaint are heard, and that the School/Trust acts reasonably.

### **Unreasonable and persistent complaints**

The Trust is 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 Trust's schools.

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.

Our Trust defines unreasonable behaviour as that which hinders our consideration of complaints because of the frequency or nature of the complainant's contacts with the School/Trust, such as, if 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;
- refuses to cooperate 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 that 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 Trust's complaint procedure has been fully and properly implemented and completed including referral to the DfE;
- seeks an unrealistic outcome, such as the inappropriate dismissal of staff;
- makes excessive demands on school/Trust 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; and/or
- Publishes unacceptable information on social media or other public forums.

Complainants should try to limit their communication with the school that relates to their complaint, 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. Whenever possible, the HT/HOS or the School's Support and Challenge Advocate will discuss any concerns with the complainant informally before applying an '*unreasonable*' marking.

If the behaviour continues, the HT/HOS will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact the School/Trust, causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will be reviewed after six months.

If an individual's behaviour is causing a significant level of disruption, regardless of whether or not they have raised a complaint, the School/Trust can implement a tailored communication strategy.

For example, we can:

- restrict the individual to a single point of contact via an email address
- limit the number of times they can make contact, such as a fixed number of contacts per term

Different procedures apply to freedom of information (FOI) and data protection (DP) correspondence, as detailed in the Trust's Data Protection Policy. All requests for FOI and DP information should be sent via email to the Trust's Data Protection Officer.

The School/Trust will act reasonably and consider any new complaint. Anyone has the right to raise a genuine new complaint at any time.

The School/Trust may also suggest that the complainant asks a third party to act on their behalf, such as the local Citizen's Advice Bureau.

If an individual persists to the point that may constitute harassment, the School/Trust will seek legal advice. In some cases, injunctions and other court orders may be requested.

Once the School/Trust has decided that it's appropriate to stop responding, the individual will be informed.

*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 the School(s).*

### **Vexatious complaints**

The DfE defines vexatious complaints as:

- complaints which are obsessive, persistent, harassing, prolific, repetitive
- insistence upon pursuing unmeritorious complaints and/or unrealistic outcomes beyond all reason
- insistence upon pursuing meritorious complaints in an unreasonable manner
- complaints which are designed to cause disruption or annoyance
- demands for redress that lack any serious purpose or value

### **When to stop responding**

The decision to stop responding should never be taken lightly.

We will stop responding to complaints if we can demonstrate:

- The school/Trust has taken every reasonable step to address the complainant's concerns
- the complainant has been given a clear statement of the School's/Trust's position and their options
- the complainant contacts the School/Trust repeatedly, making substantially the same points each time

The case to stop responding is stronger if the School/Trust agrees with one or more of these statements:

- the complainant's letters, emails, or telephone calls are often or always abusive or aggressive
- the complainant makes insulting personal comments about or threats towards staff
- the School/Trust has reason to believe the individual is contacting the School/Trust with the intention of causing disruption or inconvenience

The School/Trust will not stop responding just because an individual is difficult to deal with or asks complex questions.

### **Duplicate complaints**

If, after closing a complaint at the end of the complaints procedure, we receive a duplicate complaint from a spouse, a partner, a grandparent or a child not attending this School/Trust, we will remind them that we have already considered the complaint and the local process is complete. Complainants will be advised to contact the DfE if they are dissatisfied with our handling of the complaint.

### **Complaint campaigns**

Where the School/Trust receives a large volume of complaints about the same topic or subject, the School/Trust may respond to these complaints by:

- Publishing a single response on the School/Trust website
- Sending a template response to all of the complainants

If complainants are not satisfied with the School/Trust response, or wish to pursue the complaint further, the normal procedures will apply.

### **9. Withdrawal of a complaint**

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

### **10. Record-keeping**

The School/Trust 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, except where:

- they are requested by 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 under the terms of the Data Protection Act; or
- the complainant requests access to the records of a complaint through a subject access request under the terms of the Data Protection Act; or
- the material must be made available during a school inspection; or
- under other legal authority.

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

### **11. Learning lessons**

The Chair of the Trust (for complaints against the CEO)/ School's Support and Challenge Advocate (for complaints related to individual school(s)) will review any underlying issues raised by complaints with the HT/HOS (or CEO if Trust), where appropriate, and respecting confidentiality, to determine whether there are any improvements that the School/Trust can make to its procedures or practice to help prevent similar events in the future.

### **12. Monitoring arrangements**

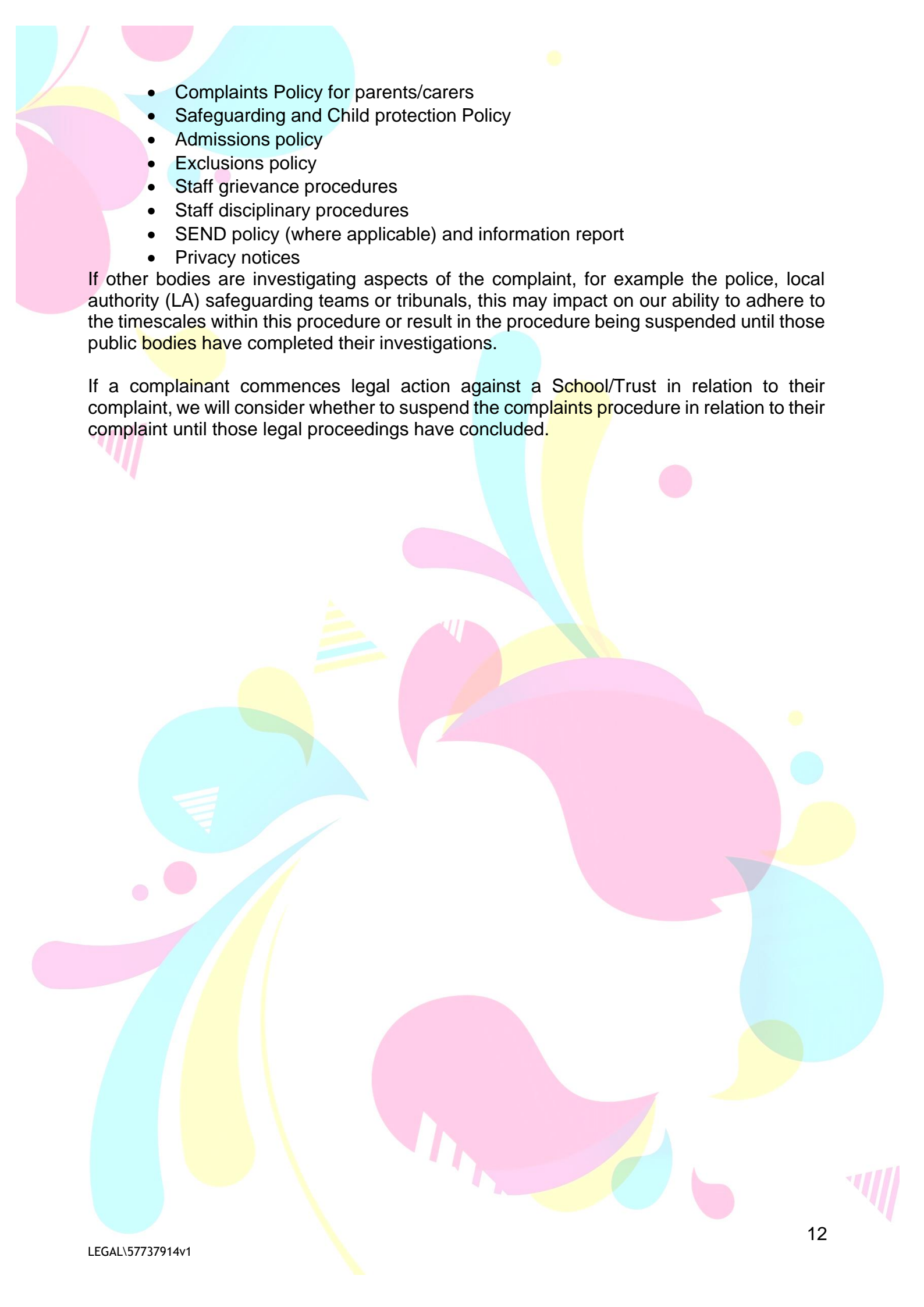
The Trust Board will monitor the effectiveness of the complaints procedure in ensuring that complaints are handled properly. The Trust Board will track the number and nature of complaints, and review underlying issues as stated in section 11. The complaints records are logged and managed by the HT/ HOS in each school (and by the Trust Governance Professional at MAT-level).

This policy will be reviewed by the CEO every 2 years (or upon notification of legislative updates). At each review, the policy will be approved by the Trust Board.

### **13. Scope of the Complaints Procedure**

This procedure covers all complaints about any provision of community facilities or services by each of the Trust's schools, other than complaints that are dealt with under other statutory procedures, including those listed below:



- 
- Complaints Policy for parents/carers
  - Safeguarding and Child protection Policy
  - Admissions policy
  - Exclusions policy
  - Staff grievance procedures
  - Staff disciplinary procedures
  - SEND policy (where applicable) and information report
  - Privacy notices

If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or tribunals, this may impact on our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.

If a complainant commences legal action against a School/Trust in relation to their complaint, we will consider whether to suspend the complaints procedure in relation to their complaint until those legal proceedings have concluded.



## Appendix A - Model Complaint Form

**SCHOOL COMPLAINTS:** Please complete and return to the school office in a sealed envelope marked as follows:

- i. For complaints about anyone/thing other than the Headteacher/head of School:  
**"Private and confidential –for the attention of the Headteacher/Head of School"**
- ii. For complaints about the Headteacher/Head of School: **"Private and confidential – for the attention of the School's Support and Challenge Advocate"**

**TRUST COMPLAINTS (E.G. AGAINST THE CEO):** Please email your complaint to the Trust Governance Professional, including the word "complaint" in the subject line of your email.

**Your name:**

**Address:**

**Postcode:**

**Day time telephone:**

**Evening telephone:**

**Email address:**

**Please give details of your complaint, including whether you have spoken to anybody at the School/Trust 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:**

**THIS SECTION TO COMPLETED BY SCHOOL/TRUST:**

**Official use/ Reference:**

**Date acknowledgement sent:**

**By whom:**

**Complaint referred to:**

**Action taken:**

## **Appendix B – Roles and Responsibilities**

### **Complainant**

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- co-operate with the School/Trust in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- Refrain from publicising the details of their complaint on social media and respect confidentiality.

### **Investigator**

The investigator's role is to establish the facts relevant to the complaint by:

- providing a comprehensive, open, transparent and fair consideration of the complaint through;
- sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved
- interviewing staff and children/young people and other people relevant to the complaint
- consideration of records and other relevant information
- analysing information
- Liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.

### **The investigator should:**

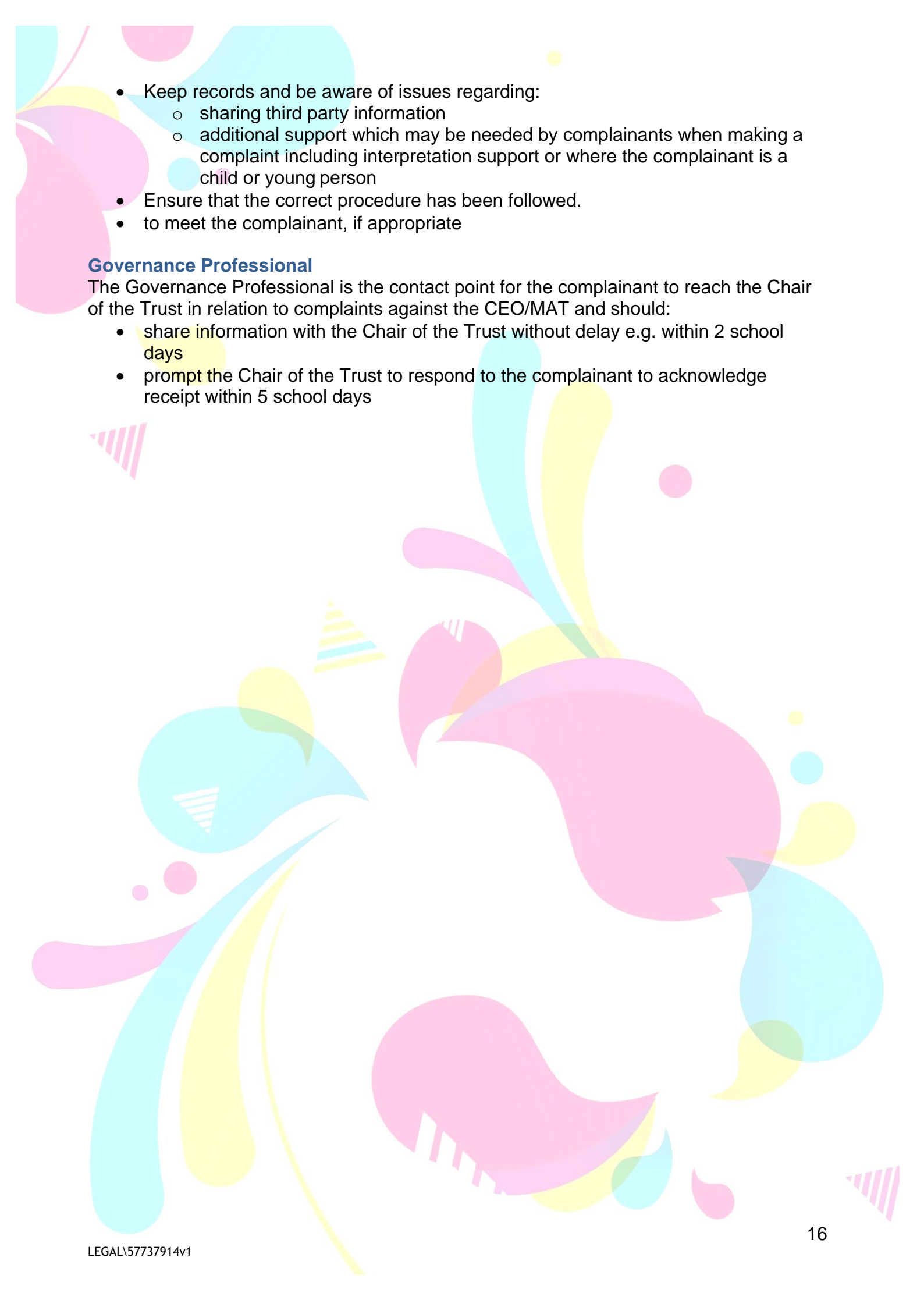
- conduct interviews with an open mind and be prepared to persist in the questioning
- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond within
- Prepare a comprehensive report for the HT/HoS or School's Support and Challenge Advocate/Chair of the Trust that sets out the facts, identifies solutions and recommends courses of action to resolve problems.
- The HT/HOS or School's Support and Challenge Advocate (or Chair of the Trust for CEO/MAT complaints) will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant.

### **Complaints Co-ordinator**

(This could be the HT/HOS)

The complaints co-ordinator should:

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, HT/HOS, School's Support and Challenge Advocate or the Clerk/Governance Professional and to ensure the smooth running of the complaints procedure

- 
- Keep records and be aware of issues regarding:
    - sharing third party information
    - additional support which may be needed by complainants when making a complaint including interpretation support or where the complainant is a child or young person
  - Ensure that the correct procedure has been followed.
  - to meet the complainant, if appropriate

### **Governance Professional**

The Governance Professional is the contact point for the complainant to reach the Chair of the Trust in relation to complaints against the CEO/MAT and should:

- share information with the Chair of the Trust without delay e.g. within 2 school days
- prompt the Chair of the Trust to respond to the complainant to acknowledge receipt within 5 school days