



STRATFORD GIRLS'
GRAMMAR SCHOOL

STRATFORD-UPON-AVON

Complaints Policy

Disclosable under Freedom Of Information Act 2000	Yes
To be published on website	Yes
Policy ownership	
Governor committee:	Curriculum Leadership & Management
Department responsible:	Senior Leadership Team
Post-holder: (title and name)	Jacqui Cornell, Headteacher
Linked procedures	
Responsible person	Jacqui Cornell
Implementation date	September 2017
Planned review interval	Every three years
Planned next review date:	September 2020

The Governors of Stratford Girls' Grammar School have adopted the following policy on dealing with formal complaints from members of the school community or general public.

Information for Parents: Sharing your concerns about your child's education can be read in Appendix 1

1. The difference between a concern and a complaint.

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

It is in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to invoke formal procedures. The School will take informal concerns seriously and make every effort to resolve the matter as quickly as possible.

There are occasions when complainants would like to raise their concerns formally. In those cases, the school's formal procedure should be invoked through the stages outlined within this procedure¹.

2. Principles informing our Complaints Procedure

This procedure is designed to:

- be well publicised and easily accessible
- be simple to understand and use
- be impartial
- be non-adversarial
- allow prompt handling with established time limits for action and keeping people informed of the progress
- allow a mediation process if agreed by the complainant
- allow for a hearing by a Governors' Complaints Panel, where appropriate
- respect people's desire for confidentiality, wherever possible
- address all points of issue
- provide an effective response and appropriate redress where necessary
- provide information to the school's Senior Management Team so that services can be improved

¹Department of Education Best Practice Advice for School Complaints Procedures 2016

1.1 Dealing with concerns at the earliest opportunity

This is the informal stage in the complaint's procedure

When parents (or carers, as applicable), pupils or members of the public have concerns they should: discuss their concerns with the member of staff most directly involved and, if not satisfied discuss their concerns with a senior member of staff.

We expect the majority of concerns will be resolved in this way (and not recorded as a formal complaint). However, if not, the following formal procedure will be followed.

1.2 Complainants discuss their concerns with the Headteacher

Stage one of the formal process

At each stage in the procedure, schools will be mindful of ways in which a concern or complaint can be resolved. It might be sufficient to acknowledge that the concern or 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 that steps will be taken to ensure the event will not recur
- an explanation of the steps that have been taken to ensure that it will not happen again
- an undertaking to review school policies in light of the complaint

Complainants should be encouraged to state what actions they consider will 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. Equally, an effective procedure will identify areas of agreement between the parties. It is important to clarify any misunderstandings which might have arisen as this can create a positive atmosphere in which to discuss any outstanding issues.

Only where all these avenues have been tried and found unsatisfactory should the complainant take a complaint to the Chair of Governors.

If the Headteacher considers s/he can do no more to resolve the complaint it should be stated explicitly that the complainant can write to the Chair of Governors if not satisfied. Complainants should be encouraged to take this step.

1.3 Making a Complaint to the Governing Board

This is the second formal stage

Where informal attempts have been unsuccessful in resolving a complaint, the complainant should write to the Chair of Governors at the school address. The envelope should be marked 'FOR IMMEDIATE ATTENTION "PRIVATE AND CONFIDENTIAL"' and staff in the school office must ensure that the letter is forwarded without delay.

The complainant will be asked to complete a complaint form (*Appendix 2*) if they have not already done so. The Chair of Governors or Clerk will offer to help an individual to complete the form if appropriate. If the complainant has provided a detailed written letter explaining the issues surrounding their complaint the Chair may make the decision to accept this instead of asking for a complaint form to be completed and the information duplicated.

On receipt of the complaint form, the Chair of Governors (or other nominated Governor) will:

- clarify the nature of the complaint and what remains unresolved
- meet with the complainant or contact them
- clarify what the complainant considers would resolve the matter

The Chair of Governors will decide whether the complaint should be referred to the Governors' Complaints Panel or whether a mediation stage should be offered.

Mediation can only proceed if the complainant and the Headteacher are willing to undertake this course of action. Should mediation be unsuccessful, the complaint will be considered by the Governors' Complaints Panel.

Mediation

Mediation can be an effective means by which to resolve a complaint:

- It gives both the complainant and the Headteacher a further opportunity to hear each other's points of view (with a third party facilitating).
- It gives the third party an opportunity to help the Headteacher and complainant identify and build on areas of agreement.
- It gives the Headteacher and the complainant a structure within which to resolve remaining differences.
- As and when the complainant and the Headteacher emerge from the mediation satisfied, this is the best foundation for a continuing positive relationship.
- Should the complaint continue and be referred to a Governors' Complaints Panel, the issues to be considered are likely to be clearer following mediation.

Mediation may elicit one or more of the responses listed below from either party:

- an acknowledgement that the complaint is valid in whole or in part
- an apology
- an explanation
- an admission that the situation could have been managed differently or better
- an assurance that the event will not recur
- an explanation of the steps which have been taken to ensure that it will not happen again
- an undertaking to review school policies in light of the complaint

Appendix 3 outlines Mediation Facilitator Options.

1.4 Governors' Complaints Panel

This is the third formal stage

Where the complainant remains not satisfied that their complaint has been dealt with fully and properly, they may choose to take it to a Governors' Complaints Panel.

Establishing a Governors' Complaints Panel

It is best practice for a Governing Board to agree the composition of the Complaints Panel at the first meeting of the Governing Board each year.

As Governors may not be available at all times during school times, Governing Boards are advised to agree the names of 4 or 5 possible Governors and two persons not attached to the school from whom a Panel of three may be drawn. The decision about the membership of a particular Panel will depend on factors such as availability, whether any Governors have prior knowledge, and any vested interest. The decision as to the composition of the Panel will be made by the Chair of Governors, but the Panel should where possible include at least one person not attached to the school.

When the Clerk of Governors receives a copy of the complaint form s/he will inform the Chair of the Governing Board that a complaint has been received and that it has been passed to the Panel to deal with. **No further information about the complaint should be shared with other Governors.**

Both parties should be invited to submit relevant documentation in time to be circulated five days before any hearing or formal consideration by the Complaints Panel.

There are several points which any person sitting on a Complaints Panel needs to remember:

- It is important that the appeal hearing is independent, transparent and impartial.
- The aim of the hearing, which needs to be held in private, will always be to resolve the complaint and achieve reconciliation between the school and the complainant.
- The Panel Chair will ensure that the proceedings are welcoming and as informal as possible. The layout of the room will set the tone and care is needed to ensure the setting is not intimidating and not adversarial.

Remit of the panel

The Complaints Panel can:

- Dismiss the complaint in whole or in part.
- Uphold the complaint in whole or in part.
- Decide on the appropriate action to be taken to resolve the complaint
- Recommend changes to the school's systems or procedures to ensure problems of a similar nature do not recur.

It may:

- Consider and criticise the way in which an operational decision was communicated – **but cannot overturn the decision itself.**
- Consider the thoroughness with which the Headteacher investigated a complaint about a member of staff – **but cannot expect the Headteacher to provide details about confidential discussions with the staff member.**
- Consider the manner in which a complaint about any decision was addressed.
- Consider and identify limitations in a policy or procedures – but cannot make or improve policy. It can, however, recommend that the policy be reviewed by the Governing Board.
- Consider whether Governors need to decide whether there is a remedy to the situation to give satisfaction to the parents and/or child and ensure that the situation does not occur again in the future.

Format of a Panel Hearing

- The complainant (accompanied by one person if desired) and Headteacher (and representative if desired) will enter the room where the hearing is taking place together.
- The Chair will introduce the panel members and the clerk and outline the process.
- The complainant is invited to explain the complaint.
- The Headteacher may question the complainant.
- The Panel will question the complainant.
- The Headteacher is then invited to explain the school's actions.
- The complainant may question the Headteacher.
- The Panel will question the Headteacher.
- 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.
- The Chair explains that both parties will hear from the panel within five working days.
- Both parties leave together while the panel decides on the issues.
- The clerk will remain with the panel to clarify any issues.

The hearing should be made as unthreatening as possible to all parties.

The Panel may ask questions at any point. Panel members must find ways to ask probing questions while maintaining impartiality.

The Headteacher must have no contact with members of the Governors' Complaints Panel except when the complainant is present to preserve the principle of neutrality. This means that the Headteacher and complainant enter and leave the room where the hearing is held together.

The Chair of the Panel should discourage the introduction of fresh documentary evidence at the hearing - there should be every encouragement to produce the evidence in advance so that both sides have time to study it.

However, if new and relevant evidence is accepted by the Chair, the Chair will adjourn the hearing for a few minutes to allow everyone to read the document. Both parties must leave the hearing room during the adjournment.

Some notes on exceptional circumstances

For the sake of clarity, the description above does not cover exceptional circumstances which might include:

- The Chair of Governors may not be able to find three governors who have no prior knowledge of the case
- If a case has become a major talking point around the community, the Chair can nominate three governors with minimal prior knowledge
- If there are still insufficient governors able to sit on a panel, the Governing Board in consultation with the Local Authority or Diocese will put in place an alternative fair process.
- A complaint to the Governors' Complaints Panel will never be against a junior member of staff (it may be against the way the Headteacher handled a complaint against a junior member of staff) but it is conceivable that a senior manager will appropriately stand in for the Headteacher. That would need to be considered very carefully but if agreed the senior manager would be 'the Headteacher' for the purpose of the Panel.
- There may be exceptional circumstances in which the complaint is against the Chair of Governors, e.g. for refusing to deal with a complaint. In those circumstances the procedure above would be adapted and every reference to 'Headteacher' would be read as 'Chair of Governors'.
- If both the Headteacher / Governing Board and the complainant agree then any stage in this complaints procedure may be bypassed when it is deemed appropriate.

Outcome of the hearing

Following the end of the hearing the Clerk will ensure that the Panel's decision regarding each of the issues is clearly communicated to all parties in a letter. This will be sent within 5 working days of the end of the hearing. The letter will set out the reasons for the decision(s) made by the Panel.

The Clerk will ensure that the letter adheres to the facts and demonstrates impartiality.

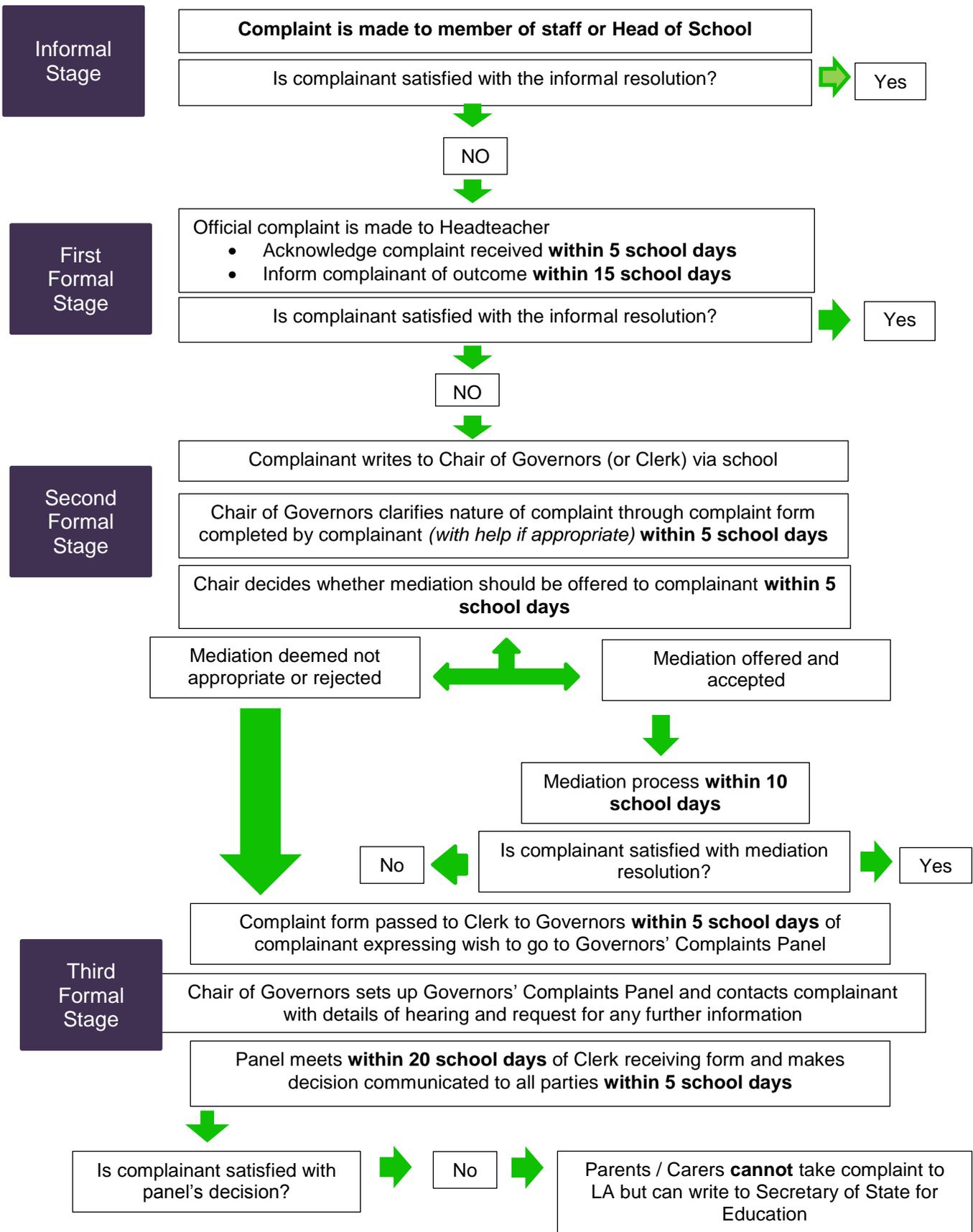
Monitoring Complaints

As well as addressing an individual's complaint, the process of listening to and resolving complaints would contribute to school improvement. When individual complaints are heard, schools may identify issues that need to be addressed.

The monitoring and review of complaints by the School and Governing Board can be useful in evaluating the school's performance. Any discussion of complaints by the Governing Board or others in the school community should not name or be able to identify individuals.

The flowchart on the next page summarises the complaints process.

Complaints Process from Start to Finish



Dealing with unreasonable complaints

Stratford Girls' Grammar School 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 the 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.

Stratford Girls' Grammar School defines unreasonable complainants as 'those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people's complaints'.

A complaint may be regarded as unreasonable when the person making the complaint:

- 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 while still wishing their complaint to be resolved;
- refuses to accept that certain issues are not within the scope of a complaints procedure;
- insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice;
- introduces trivial or irrelevant information which the complainant expects to be taken into account and commented on, or 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, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with.

A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or in writing or electronically:

- maliciously;
- aggressively;
- using threats, intimidation or violence;
- using abusive, offensive or discriminatory language;
- knowing it to be false;
- using falsified information; or
- publishing unacceptable information in a variety of media such as in social media websites and newspapers.

Complainants should limit the numbers of communications with a school while a 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 Headteacher and the 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 and asking them to change it. For complainants who excessively contact Stratford Girls' Grammar School causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will usually be reviewed after 6 months.

In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include banning an individual from Stratford Girls' Grammar School.

Protracted, persistent or serial complaints

Stratford Girls' Grammar School does not expect our staff to tolerate protracted, persistent or serial complaints and will take action to protect staff from that behaviour.

For the purpose of this policy, a persistent complainant is a parent/carer or member of the public who complains about issues, either formally or informally, or frequently raises issues that the complainant considers to be within the remit of the School and whose behaviour is unreasonable.

Such behaviour may be characterised by:

- frequently complaining about a variety of different things, or the same issue through a number of different channels. While doing this, their actions are obsessive, persistent, harassing, prolific, and /or repetitious;
- seeking unrealistic outcomes relative to the issue being raised. They state their intention to persist until that outcome is achieved;
- insisting upon pursuing valid complaints in an unreasonable manner;
- persistently making the same complaint with minor differences but never accepting the outcome of any investigation into their complaint;
- challenging a historical decision / action which cannot be changed;
- contact with the school is often frequent, lengthy and complicated;
- behaving aggressively and provocatively towards the school and individual members of staff;
- using unusual methods of emphasis, such as multiple underlining, putting words in capital letters, and using exclamation marks and inverted commas, as well as extensive use of marginal notes;
- changing aspects of the complaint or the desired outcome part way through the investigation and /or after the investigation is completed and a conclusion has been reached;
- refusing to co-operate with the investigation process;
- insisting on the complaint being dealt with in ways which are incompatible with the adopted procedure or with good practice;
- making what appears to be groundless complaints about the staff dealing with the complaint, and seeking to have them replaced by someone more senior or with a person the complainant names;
- refusing to accept information provided, for no justifiable reason;
- making statements the complainant knows are not true or persuading others to do so;
- supplying manufactured 'evidence' or other information the complainant knows is incorrect;
- raising at a late stage in the process, significant information which was in the complainant's possession when he or she first submitted a complaint;
- raising a large number of detailed but unimportant questions and insisting that they are all fully answered;
- lodging a number of complaints in batches over a period of time, resulting in related complaints being at differing stages of the complaints procedure;
- pressing for further investigation of matters that have already been addressed;
- electronically recording meetings and conversations without the prior knowledge and consent of the other persons involved;
- pursuing a complaint or complaints with the School and at the same time, with a MP/ a councillor / the standards board / the local police / solicitors / the Department for Education in the hope of getting a different response;
- using obscene, racist, offensive or threatening language in written or verbal communications;
- threatening or aggressive or abusive behaviour in direct personal contact with staff;

- using the vehicle of valid new complaints to resurrect issues which were included in previous complaints;
- persistence in sending communications which demand responses, or making telephone calls seeking interviews with staff, after the School has closed the investigation into a complaint and all rights of review and appeal have been exhausted.

In a situation where a complainant persists in making representations to the School - to the Headteacher, designated governor, Chair of Governors or anyone else, this can be extremely time-consuming and can detract from the school's responsibility to look after the interests of all the children in its care.

For this reason, Stratford Girls' Grammar School is entitled to close correspondence (including personal approaches, letters and telephone calls) on a complaint where it feels that it has taken all reasonable action to resolve the complaint, especially where persistent contact is causing distress to staff and /or pupils.

Before closing a complaint against a complainant's wishes the Headteacher and Chair of Governors will ensure that:

- the School has taken every reasonable step to address the complainant's needs; and
- the complainant has been given a clear statement of the School's position and their options (if any).

The case may be stronger if the school agrees with one or more of these statements.

- The School has reason to believe the individual is contacting them with the intention of causing disruption or inconvenience - have they actually said as much in a letter, email or telephone call?
- The complainant is contacting the School repeatedly but making substantially the same points each time.
- Their letters / emails / telephone calls are often or always abusive or aggressive.
- They make insulting personal comments about or threats towards staff.

In cases where a closure is felt to be appropriate, the Chair of Governors will write to the complainant advising them of the School's decision to close the complaint. Complainants will be advised of the next steps available to them should they wish to persist with their complaint, namely that they can write to the Secretary of State for Education: <http://www.education.gov.uk/help/contactus/df>

Appendix 1:

Sharing your concerns about your child's education A Parents/Carers' Guide

Stratford Girls' Grammar School recognises that at times things can go wrong. The guidance will help you understand how to resolve concerns you may have about your child's education.

The school has procedures for dealing with concerns or complaints and we value any feedback about our services, including compliments and suggestions. If you are concerned about any aspect of your child's education you should contact the Headteacher at the School.

The School's Governing Board has overall responsibility for the School and for ensuring the well-being of pupils and that all pupils receive an appropriate and high standard of education.

The Headteacher is responsible for making decisions on a daily basis about the school's internal management and organisation. You should contact the School if you are concerned about an issue such as:

- your child's academic progress
- special education needs provision
- your child's welfare
- bullying
- an incident involving your child which has happened in school

How do I complain to the school?

First, we hope you will speak to the relevant member of staff as soon as you have a concern. This will be your daughter's tutor, subject teacher, or Head of House. This informal approach is nearly always the quickest and most effective way of resolving your concerns.

Should you consider that your concern has not been resolved, it is important to speak to or write to the Headteacher who will look into your concern.

Should you remain unhappy with the Headteacher's response you need to write with your complaint to the Chair of Governors/Clerk to the Governing Board at the school address.

Mark your envelope '**FOR IMMEDIATE ATTENTION**' and '**PRIVATE AND CONFIDENTIAL**'.

This is how your complaint will be handled:

Within 5 school days the Chair of Governors will clarify the nature of your complaint by asking you to submit this in writing

Within 5 school days of receiving the form the Chair will decide whether mediation should be offered to help you and the Headteacher explore possible resolution. If mediation is agreed, the Chair of Governors will endeavour to set up the meeting **within 10 working days**. Should that timescale not be possible you will be told the reason.

Should mediation be not deemed appropriate or unsuccessful, the Chair of Governors or Clerk will set up a Governors' Complaints Panel to meet **within 20 school days** to consider your complaint. The Clerk will provide details of the hearing and will request any further information you may wish to provide.

The Complaints Panel will consist of three people, normally two Governors and one person unconnected with the School, all of whom (as far as possible) will have no prior knowledge of the events. The Panel will be supported by a Clerk who will take notes during the hearing and will stay with the Panel while they

make their decision in order to advise the Panel about responses to a particular question if that is necessary. The Panel will hear the complaint impartially and make their decision.

Five working days before the hearing the Clerk will send to you, the complainant, the Headteacher and the three Panel members, copies of all papers submitted by both sides so that there is sufficient time to read the evidence before the hearing.

At the hearing

1. You and the Headteacher will be invited into the room where the Panel is being held at the same time.

After introductions, you, the complainant will be invited to explain your complaint,

2. The Headteacher may question you
3. The Panel will question you
4. The Headteacher will be invited to explain the school's actions
5. You, the complainant may question the Headteacher
6. The panel will question the Headteacher
7. The panel may ask questions at any point.
8. You, the complainant will then be invited to sum up your complaint.
9. The Headteacher will then be invited to sum up the school's actions and response to the complaint.
10. The chair will explain that you and the Headteacher will hear from the panel within **five school days**.
11. Both you and the Headteacher will leave together while the Panel decides on the issues.
12. The clerk will remain with the panel.

Can I take my complaint further?

For most complaints, you **cannot** take your complaint to the Local Authority. The Local Authority cannot investigate school matters on a parent's behalf, nor can it review how the school has dealt with your complaint.

However, if you feel that the school has acted unreasonably or not followed the correct procedure, you can write to the Secretary of State for Education: <http://www.education.gov.uk/help/contactus/df>

Appendix 2:



STRATFORD GIRLS' GRAMMAR SCHOOL
STRATFORD-UPON-AVON

Complaint Form

(Please complete and return to Headteacher who will acknowledge receipt and explain what action will be taken).

Your Name:

Address:
.....

Postcode:

Daytime telephone number:

Evening telephone number:

If applicable, name of child(ren) at school:

Please give details of your complaint:
.....
.....
.....

What action, if any, have you already taken to try and resolve your complaint? (who did you speak to and what was the response?)

.....
.....

Your relationship to the school, e.g. parent, carer, neighbour, member of the public:

.....

What actions do you feel might resolve the problem at this stage?

.....
.....

Are you attaching any paperwork? If so, please give details:

.....
.....
.....

Signature:Date:

Official Use: Date of acknowledgement sent:

By whom:

Complaint referred to:

Date of referral:

Appendix 3:

The Benefits of Mediation

Mediation can be an effective way to resolve a complaint:

- It gives both complainant and Headteacher another opportunity to hear each other's points of view (with a third party facilitating).
- It gives the third party an opportunity to help the Headteacher and complainant explore and build on areas of agreement.
- It gives the Headteacher and complainant a structure within which they can resolve remaining differences.
- If both complainant and Headteacher emerge from the mediation satisfied, that is the best foundation for a continuing positive relationship between them.
- Even if the complaint continues to a Governors' Complaints Panel, the issues to be considered should be much clearer.

Mediation may elicit one or more of the responses listed below from either party:

- an acknowledgement that the complaint is valid in whole or in part.
- an apology;
- an explanation;
- an admission that the situation could have been handled differently or better;
- an assurance that the event complained of will not recur;
- an explanation of the steps that have been taken to ensure it will not happen again;
- an undertaking to review school policies in light of the complaint.

Recourse to mediation must be with the agreement of both parties and is intended to help arrive at a mutually agreeable solution – it is not possible to impose this on either party. Nor does it prevent a complainant having recourse to formal complaints procedures.

In-house mediation

Many Chairs of Governors and other Governors already have the skills – or can acquire the skills – to conduct a mediation process between their Headteacher and a complainant. The skills and attributes include:

- ability to listen impartially to both sides
- ability to control a dialogue so that both sides listen to each other
- ability to summarise the arguments and focus the dialogue
- ability to identify areas of agreement that might form a basis for resolving one or more of the issues relating to the complaint
- understanding that solutions cannot be imposed and that both parties need to be satisfied with whatever is resolved
- understanding that mediation does not always work and there is a further step available to complainants

If the Governing Board requires outside help

Governor Services offers a chargeable mediation service where a trained Clerk, Governor or Adviser acts as a mediator.

The mediation 'package' consists of the following elements:

- Familiarisation with the background and nature of the complaint (including the reading of supporting documentation and interviews with the complainant, staff and Governors as appropriate. These may be 'face to face' or by telephone);
- A mediation meeting between the complainant and a representative of the school;

- A written summary of the mediation meeting including, where appropriate, recommendations in relation to school policies, procedures and actions.
- Mediation will be undertaken by a trained Clerk, Governor or Adviser not directly linked to the school in order to ensure complete impartiality.

This service can be accessed on a consultancy basis.

Where the process of familiarisation with the background to the complaint indicates that a half day of consultancy is likely to be inadequate, the school will be advised of this fact before proceeding further.

To access the mediation service contact:

Governors Services on 01926 745120; email: governors@warwickshire.gov.uk

Appendix 4:

Complaints not in scope of the procedure

The complaints procedure should cover all complaints about any provision of facilities or services that a school provides with the **exceptions** listed below, for which there are separate (statutory) procedures.

Exceptions	Who to contact
Admissions to SGGGS Statutory assessments of Special Educational Needs (SEN) School re-organisation proposals Matters likely to require a Child Protection Investigation	Concerns should be raised direct with WCC (LA).
Exclusion of children from school	Further information about raising concerns about exclusion can be found at: www.gov.uk/school-discipline-exclusions/exclusions .
Whistleblowing	Schools have an internal whistleblowing procedure for their employees and voluntary staff. Other concerns can be raised direct with Ofsted by telephone on: 0300 123 3155, via email at: whistleblowing@ofsted.gov.uk or by writing to: WBHL, Ofsted Piccadilly Gate Store Street Manchester M1 2WD. The Department for Education is also a prescribed body for whistleblowing in education.
Staff grievances and disciplinary procedures	These matters will invoke the school's internal grievance procedures. Complainants will not be informed of the outcome of any investigation.
Complaints about services provided by other providers who may use school premises or facilities.	Providers should have their own complaints procedure to deal with complaints about service. They should be contacted direct.