



Thinking Schools Academy Trust

“Transforming Life Chances”

Complaints Policy

This policy was adopted on	July 2025
The policy is to be reviewed on	July 2027

Introduction

Who can make a complaint?

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to The Thinking Schools Academy Trust about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

All complaints must be raised in a professional and respectful way. Parents and Carers conduct must be in line with the [Parent and Carer Conduct Policy](#) and any complainant who is not a parent or carer is expected to follow that policy regarding their conduct during the complaint process.

The difference between an informal concern and a formal 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'*. These are typically resolved through discussion, clarification or immediate action without requiring a formal written complaint, and as such will normally be handled in line with Stage 1 of this policy.

A complaint may be defined as *'an expression of dissatisfaction however made, about actions taken or a lack of action'*. These are a more serious or unresolved issue usually submitted in writing that requires investigation and will normally be handled in line with Stage 2 of this policy.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Thinking Schools Academy Trust takes concerns seriously and will make every effort to resolve the matter promptly.

If you have difficulty discussing a concern with a particular member of staff, we will consider reasonable requests for another staff member to handle the complaint. Similarly, if the member of staff directly involved feels unable to deal with a concern, they will refer you 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.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, the Thinking Schools Academy Trust will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

A concern or complaint can be made in person, in writing or by telephone. Please do not raise concerns or complaints with the school via social media as this is not the most effective way to resolve an issue.

Complaints against school staff (except the Headteacher) should be made in the first instance, to the Headteacher via the school office. Please mark them as Private and Confidential.

Complaints that involve or are about the Headteacher should be addressed to the Regional Director, via the Trust central office and complaints that involve or are about the Regional should be address to the CEO, via the Trust central offices. Please mark them as Private and Confidential and sent to governance@tsatrust.org.uk.

Complaints about the CEO or any individual governor or the whole governing body should be addressed to Chair of Trustees, via the Trust central office at governance@tsatrust.org.uk. Please mark them as Private and Confidential.

If a complaint is directly about the Trust, then the complaint should be sent to the CEO to be investigated under Stage 3.

If the complaint concerns the CEO or a Trustee, the complaint should be investigated by the Chair of the Trust Board under Stage 3

If a formal complaint form is received about the Chair, the complaint will be referred to the Vice Chair for investigation under Stage 3.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

A written record will be kept of all complaints which are handled at Stage 1 or above, along with what actions have been taken regardless of the decision.

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.

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

- explain the complaint in full as early as possible and detail the outcome they would like to see.
- co-operate with the school 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 and ensure your conduct is in the line with Parent Carer Conduct Policy
- do not publicise the details of their complaint on social media and respect confidentiality.

Vexatious complaints

On the rare occasions, individuals pursue complaints in a way that is unreasonable, persistent, or abusive, these are referred to as vexatious complaints. A vexatious complaint is one that, by its nature or frequency, hinders the Trust's ability to investigate legitimate concerns, places undue strain on Trust resources, or harasses or distresses staff or other stakeholders.

Indicators of vexatious complaints may include, but are not limited to:

- Repeated and/or obsessive pursuit of a complaint which has already been investigated and closed
- Unreasonable demands or expectations, such as seeking unrealistic outcomes or requesting disproportionate levels of information or contact

- Abusive, offensive, or threatening language or behaviour toward staff
- Focusing on trivial or irrelevant information while disregarding the core issue
- Allegations without substantiated evidence and refusal to engage constructively

The decision to handle a complaint or complainant as vexatious will be determined by a member of the Trust Executive team and communicated to the complainant. If a complaint or complainant is determined to be vexatious, the trust has the discretion to decide how or if the complaint is considered within this policy. In addition, the Trust may limit the complainants access to school staff in line with the parent/carers conduct policy.

Anonymous complaints

We will not normally investigate anonymous complaints. However, the Trust, if appropriate, will determine whether the complaint warrants an investigation.

Time scales

You must raise the complaint within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply.

Complaints received outside of term time

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

Scope of this complaints procedure

Inclusion	Who to contact
<ul style="list-style-type: none"> Trust and school 	This procedure covers all complaints about any provision of community facilities or services by the Thinking Schools Academy Trust. Other complaints that are dealt with under other statutory procedures are listed below.
<ul style="list-style-type: none"> SEND 	This procedure covers all complaints regarding SEN support to students provided by the school and by which the school are responsible for providing. This does not cover SEN provision the Local Authority are responsible for providing.
<ul style="list-style-type: none"> Uniform 	Disputes about the cost of school uniforms should be resolved locally and should be pursued in accordance with the stages of the Trust complaints policy.
<ul style="list-style-type: none"> Data Protection 	This procedure covers all concerns or complaints regarding the handling of personal data. If Data Protection is an element of a wider complaint the data protection team will feed into that complaint. If the complaint is solely regarding the handling of personal data, it will be handled by the Data Protection Officer as Stage 2 complaint. Escalation past Stage 2 for data protection issues should be directed to the Information Commissioners Office.
Exceptions	Who to contact
<ul style="list-style-type: none"> Admissions to schools 	Concerns about admissions should be handled through a separate process – either through the appeals process or via the local authority.

<ul style="list-style-type: none"> • Matters likely to require a Child Protection Investigation 	<p>Complaints about child protection matters are handled under our Child Protection and Safeguarding Policy and in accordance with relevant statutory guidance.</p> <p>If you have serious concerns, you may wish to contact the Local Authority Designated Officer (LADO) who has local responsibility for safeguarding or the Multi-Agency Safeguarding Hub (MASH).</p>
<ul style="list-style-type: none"> • Suspension & Exclusion of children from school* 	<p>An appeal or complaint on the issuing of a suspension or exclusion can be raised through the Governor Disciplinary Committee (GDC) or Independent Review Panel (IRP) if related to the GDC decision on an exclusion. Detail of which can be found within the suspension or exclusion letter issued.</p> <p>Further information about raising concerns about exclusion can be found at: www.gov.uk/school-discipline-exclusions/exclusions.</p>
<ul style="list-style-type: none"> • Whistleblowing 	<p>We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors as well as students and parents in the case of exam malpractice.</p> <p>Whistleblowing Policy</p> <p>The Secretary of State for Education is the prescribed person for matters relating to education for whistle-blowers in education who do not want to raise matters direct with their employer. Referrals can be made at: www.education.gov.uk/contactus.</p> <p>Volunteer staff who have concerns about our schools should complain through the school's complaints procedure. You may also be able to complain direct to the LA or the Department for Education (see link above), depending on the substance of your complaint.</p>
<ul style="list-style-type: none"> • Staff grievances 	<p>Complaints from staff will be dealt with under the school's internal grievance procedures.</p> <p>Grievance Policy</p>
<ul style="list-style-type: none"> • Staff conduct 	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p>

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 this happens, we will inform you of a proposed new timescale.

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

Resolving complaints

At each stage in the procedure, the Thinking Schools Academy 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 the event complained of will not recur.
- an explanation of the steps that have been or will be taken to help 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.

Withdrawal of a complaint

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

Making a Complaint

If it is not clear if the complaint should be handled as a Stage 1 or 2, the Headteacher will make a decision of where they feel the best outcome will be achieved.

Stage 1 – Informal complaints

An informal complaint is a concern or issue raised that is typically resolved through discussion, clarification or immediate action without requiring a formal written complaint.

It is to be hoped that most concerns can be expressed and resolved on an informal basis. We value informal meetings and discussions and encourage parents to approach staff with any concerns they may have, and aim to resolve all issues with open dialogue and mutual understanding.

Concerns at this stage should be raised with either the class teacher, year head / subject head or Head of Boarding (if related to Boarding matters). .

Complainants should not approach individual governors to raise concerns or complaints as they have no power to act on an individual basis, and it may also prevent them from considering complaints at Stage 3 of the procedure. If required, at the conclusion of any investigation, the appropriate person investigating the complaint will provide an informal written or verbal response within 10 school days of the date of receipt of the complaint.

If the issue remains unresolved, the next step is to make a formal complaint.

A written record of a complaint at this stage will be kept by the school, along with any actions have been taken regardless of the decision.

Stage 2 – Formal complaints

A formal complaint is a more serious or unresolved issue submitted in writing (or clearly intended to be treated as such) that requires investigation.

Formal complaints must be made to the Headteacher (unless they are about the Headteacher), via the school office. This may be done in person or in writing.

The Headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 3 school days.

Within this response, the Headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The Headteacher can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The Headteacher may delegate the investigation to another member of the school's senior leadership team, but not the decision to be taken.

During the investigation, the Headteacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish.
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the Headteacher will provide a formal written response within 20 school days of the date of receipt of the complaint.

If the Headteacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

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 Thinking Schools Academy Trust will take to resolve the complaint.

The Headteacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 2.

If the complaint is about the Headteacher, Regional Director or a member of the governing body, the complaint will be investigated by a member of the Trust Executive Team under a Stage 3 complaint.

Complaints about the Headteacher, Regional Director or member of the governing body must be made to the Clerk of the governing body, via the Trust office.

A written record of a complaint at this stage will be kept along with any actions have been taken regardless of the decision.

Stage 3 – Escalation

If the complainant is dissatisfied with the outcome of the Stage 2 response, then they must put this in writing stating why they remain dissatisfied and what remedies are being sought. This must be sent to governance@tsatrust.org.uk who will refer the matter to a senior leader that has had no previous connection with the case. This must occur in a timely manner and no later than three months after receiving the Stage 2 outcome.

The procedures and timescales outlined in Stage 2 will then be followed.

The senior leader may appoint an investigating officer but the decision along with any actions will remain for the senior leader to determine. A written record of a complaint at this stage will be kept along with any actions have been taken regardless of the decision.

Stage 4 – Panel Hearing

If the complainant is dissatisfied with the outcome at Stage 3 and wishes to take the matter further, they can escalate the complaint to Stage 4 – a panel hearing consisting of at least three 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. They must put this request in writing stating why they remain dissatisfied and what remedies are being sought. This is the final stage of the complaint's procedure.

A request to escalate to Stage 4 must be made to the Clerk to the governing body, via the Trust office, within 10 school days of receipt of the Stage 3 response. This can be done via governance@tsatrust.org.uk.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 5 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 20 school days (depending on urgency) of receipt of the Stage 3 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

This meeting will usually be held in person but may be deemed appropriate by the panel to convene the meeting remotely via video call.

If the complainant rejects the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

A complainant may bring someone along to the panel meeting to provide support. This can be a relative or friend. Representatives from the media are not permitted to attend.

At least 5 school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible.
- request copies of any further written material to be submitted to the committee at least 5 school days before the meeting.

Any written material will be circulated to all parties at least 5 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from the appropriate stage in the complaint policy which may be Stage 1.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will decide if it is appropriate to ask staff to attend via video conferencing or written submission if they feel this is reasonable.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part.
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint.
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and the Thinking Schools Academy Trust with a full explanation of their decision and the reason(s) for it, in writing, within 5 school days.

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 by the Thinking Schools Academy Trust.

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 Thinking Schools Academy Trust will take to resolve the complaint.

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 the proprietor and the Headteacher.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire trust board or
- the majority of the trust board

Stage 4 will be heard by Governors and or Members and an independent panel member.

A written record of a complaint at this stage will be kept along with any actions have been taken regardless of the decision.

Next Steps

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 are entitled to have the handling of their complaint reviewed by the Department for Education (DfE). Details can be found via this link <https://www.gov.uk/complain-to-dfe>.

The DfE will not normally reinvestigate the substance of complaints or overturn any decisions made by the Thinking Schools Academy Trust. They will consider whether the Thinking Schools Academy 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](#).

You can send additional information and evidence by post to:

Ministerial and Public Communication Division
Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD

Roles and Responsibilities

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.
- prepare a comprehensive report for the Headteacher or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems. The Headteacher or complaints committee will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

Clerk to the Governing Body / Trust Board

The Clerk is the contact point for the complainant and the committee and should:

- ensure that all people involved in the complaint procedure are aware of their legal rights and duties, including any under legislation relating to school complaints, education law, the Equality Act 2010, the Freedom of Information Act 2000, the Data Protection Act (DPA) 2018 and the UK General Data Protection Regulations (GDPR).
- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible.
- collate any written material relevant to the complaint (for example: Stage 1 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within an agreed timescale.
- record the proceedings.
- circulate the minutes of the meeting.
- notify all parties of the committee's decision.

Committee Chair

The committee's chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Clerk) to provide any additional information relating to the complaint by a specified date in advance of the meeting.
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy.
- complainants who may not be used to speaking at such a meeting are put at ease. This is particularly important if the complainant is a child/young person.
- the remit of the committee is explained to the complainant.
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR.
- if a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the meeting.
- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself.
- the issues are addressed.
- key findings of fact are made.
- the committee is open-minded and acts independently.
- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure.
- the meeting is minuted.
- they liaise with the Clerk (and complaints co-ordinator, if the school has one).

Committee Member

Committee members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so.
- no governor / trustee may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it.
- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant.
- we recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.
- many complainants will feel nervous and inhibited in a formal setting.
- parents/carers often feel emotional when discussing an issue that affects their child.
- extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting.
- careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated.
- the committee should respect the views of the child/young person and give them equal consideration to those of adults.
- if the child/young person is the complainant, the committee should ask in advance if any support is needed to help them present their complaint. Where the child/young person's parent is the complainant, the committee should give the parent the opportunity to say which parts of the meeting,

if any, the child/young person needs to attend. However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests.

- the welfare of the child/young person is paramount.