



# **Enniskillen Model Primary School**

## **Complaints Procedure**

### **Reviewed/Updated 2022**

(following EA guidance issued in October 2019)

Signed-----

Date-----

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## 1. Introduction

We hope that issues can be addressed by talking to the relevant staff. Open communication and regular engagement between the school, parents/carers and other stakeholders is vital to nurturing positive relationships within the whole school community.

### 1.1. School Information

This school strives to be a 'listening school' and will do its best to enable parents/guardians to feel confident to raise issues and concerns with appropriate staff. Comments/complaints will be considered following a clear set of procedures based on Education Authority guidance. The procedures will be made clear to any parent/guardian or member of the public making a complaint. This school will try to resolve a concern as informally and quickly as possible and always make clear what action, if any, is being taken. The Board of Governors will consider complaints through a Complaints Committee where it has been impossible to resolve them at school management level. Individual complaints will not be discussed by the full Board of Governors.

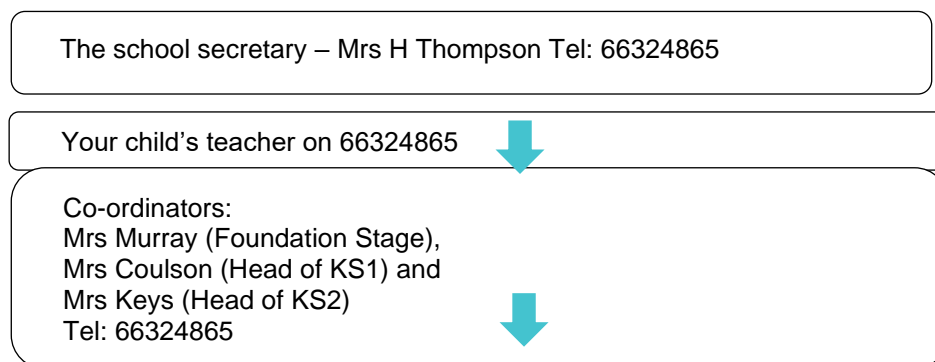
If a complaint is brought to the attention of an individual member of the Board of Governors, s/he should make sure that the complaint is dealt with under the correct complaint's procedure adopted by the school (by informing the principal). In Enniskillen Model Primary School, we take complaints very seriously. We have the best interests of all our pupils and their families at the centre of all we do. In this regard, we encourage anyone with a concern to speak to us as soon as possible. We acknowledge that when concerns are dealt with at an early stage, they are more likely to be resolved with limited unnecessary dissatisfaction. Many issues can be addressed simply by talking to the relevant staff in school who will be happy to help. Open communication and regular engagement between the school staff and the wide range of users is vital to the effective management of this school.

We welcome open communication with staff by visiting the school any morning and speaking to someone informally (from 8.45 to 9.00a.m.). The teachers are classroom based at this time. You can also telephone the school to make an appointment (Tel. 66324865).

**Ref. Parent Charter (see Appendix at back)**

**We take all issues seriously and make every effort to resolve matters as quickly as possible.**

### 1.2. Communication Chart



**If you wish to make a complaint, please follow the School Complaints Procedure attached.**

## 2. Scope of the Complaints Procedure

A complaint is described as an expression of dissatisfaction with our work.

### 2.1 Complaints with Established Procedures

Our school Complaints Procedure sets out how any expression of dissatisfaction relating to the school will be managed. By taking complaints seriously at the earliest possible stage, it is hoped that they can be resolved quickly and effectively.

***Some examples of complaints dealt with:***

- Not following school policy
- Communication delays / lack of communication
- Difficulties in staff /pupil relationships

**This procedure should not be used for complaints with separate established procedures, however if your complaint relates to the school's failure to correctly administer any of these procedures, then you may complain by means of this procedure.**

Some examples of statutory procedures and appeal mechanisms, which are not part of the school's complaints procedure, are listed below. The list is not exhaustive. The principal/ chair of governors will advise on the appropriate procedure to use when a complaint is raised.

Exceptions
<ul style="list-style-type: none"><li>• Admissions / Expulsions / Exclusion of children from school</li><li>• Statutory assessments of Special Educational Needs (SEN)</li><li>• School Development Proposals</li><li>• Child Protection / Safeguarding</li></ul>

### 2.2 Anonymous Complaints

The school will not normally investigate anonymous complaints, unless deemed by the chairperson of the board of governors to be of a very serious nature. The decision of dealing with such complaints will be at the discretion of the chairperson of the Board of Governors.

## 3. Aims of the Complaints Procedure

### 3.1. When dealing with Complaints

Our school aims to:

- Encourage resolution as quickly as possible.
- Provide timely responses.
- Keep complainants informed of progress.
- Ensure a full and fair investigation of your complaint.

- Have due regard for the rights and responsibilities of all parties involved.
- Respect confidentiality.
- Fully address complaints and provide an effective response.
- Take appropriate action to rectify the issue and prevent it happening again.
- Be responsive to learning from outcomes that will inform and improve practice within the school.
- Provide a process that is simple to understand and use.
- Be impartial.
- Be non-adversarial.

### 3.2. Availability of Procedure

A copy of this Procedure is available on our school’s website or is available from the school on request.

## 4. Complaints Procedure – At a Glance

### Stage One

Write to the Principal

### Stage Two

Write to the Chairperson of the Board of Governors

### 4.1. Time Limit

To enable complaints to be resolved, please contact the school as soon as possible. Unless there are exceptional circumstances, complaints will normally only be considered within 6 months of the date of the incident(s) about which you are complaining.

### 4.2. Stage One

When making a complaint, contact the school principal who will arrange for the complaint to be investigated. **If the complaint is about the principal, proceed to Stage Two.** The school requires complaints to be made in writing. Where this may present difficulties, please contact the school which will make reasonable arrangements to support you with this process.

When writing your complaint, please provide clear information and include the following:

- Your name and contact details
- What your complaint is about – please try to be specific
- What you have already done to try to resolve it and
- What you would like the school to do to resolve your complaint

The principal will normally acknowledge the complaint as soon as possible but within 10 school-working days. This will be a short response and you will be sent a copy of (or a link to) the school’s

complaints procedure. A final response will normally be made within 20 school-working days of receipt of the complaint. This response will be issued in writing and will indicate with reasons whether the complaint has been upheld, partially upheld or not upheld. ***If, for any reason, the consideration of a complaint takes longer to complete, you will be informed of revised time limits and kept updated on progress.***

***These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.***

If you remain unhappy with the outcome at Stage One, the complaint may be progressed to Stage Two which is overseen by the board of governors.

#### **4.3. Stage Two**

**If your complaint is about the principal** or if the complaint is unresolved after Stage One, write to the chairperson of the Board of Governors. Where this may present difficulties, please contact the school which will make reasonable arrangements to support you with this process. The letter can be left at the school office and marked '*private and confidential*'. The chairperson will convene a committee to consider the complaint.

***In the case of the complaint being about the principal, this committee will investigate the complaint.***

Please provide clear information and include the following:

- Reason(s) why you disagree with the stage one findings
- Any aspect in which you think that the school's complaints procedure was not fully followed

The chairperson of the committee will normally acknowledge the complaint as soon as possible but at least within 10 school-working days. A final response will normally be made within 20 school-working days from date of receipt of the second letter. The response will be issued by the chairperson of the committee and will indicate, with reasons, whether the complaint has been upheld, partially upheld or not upheld.

***If, for any reason, the review of a complaint takes longer to complete, complainants will be informed of revised time limits and kept updated on progress.***

These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.

#### **4.4. Northern Ireland Public Services Ombudsman (NIPSO) [www.nipso.org.uk](http://www.nipso.org.uk)**

If following Stage Two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO).

The Ombudsman provides a free, independent and impartial service for handling complaints about schools in Northern Ireland. You have the right to complain to the Ombudsman if you feel that you have been treated unfairly or have received a poor service from a school and your complaint has not been resolved to your satisfaction.

A complaint should normally be referred to NIPSO within six months of the final response from the School. The school must advise in its concluding letter that the complaint may be referred to the NIPSO if you remain dissatisfied.

Contact details for NIPSO are provided below.

### **Northern Ireland Public Services Ombudsman**

Office of the Northern Ireland Public Services Ombudsman  
Progressive House  
33 Wellington Place  
Belfast  
BT1 6HN

Freepost: FREEPOST NIPSO

Telephone: 02890 233821

Freephone: 0800 34 34 24

Email: [nipso@nipso.org.uk](mailto:nipso@nipso.org.uk)

Web: [www.nipso.org.uk](http://www.nipso.org.uk)

## **5. What to Expect Under This Procedure?**

### **5.1. Your rights as a person making a complaint**

In dealing with complaints, we will ensure:

- Fair treatment,
- Courtesy,
- A timely response,
- Accurate advice,
- Respect for privacy – complaints will be treated as confidentially as possible allowing for the possibility of consultation with other appropriate parties about the complaint; and
- Clear reasons for decisions.

### **5.2. Your responsibilities as a person making a complaint**

When making a complaint it is important that you:

- Raise issues in a timely manner
- Treat our staff with respect and courtesy
- Provide accurate and concise information in relation to the issues raised
- Use these procedures fully and engage with them at the appropriate levels

### **5.3. Rights of parties involved during the investigation**

Where a meeting is arranged parties may be accompanied but not represented by another person.

*Complainant:* - should be informed that they may be accompanied but not represented by another person during the process e.g. spouse, friend, family member or interpreter, provided this person is not offering legal representation or acting in an official capacity.

If the complainant feels unable to speak on their own behalf, they may avail of support from outside agencies as agreed with the school. (*Local MLAs / Councillors / Citizens' Advice Bureau / Parenting NI / Children's commissioner*)

Staff Members: - should be informed that they may be accompanied or represented by another person during the process e.g. union representative, colleague<sup>1</sup>

Pupils: permission should be sought from parents / guardians and parent; guardian or other nominated adult should accompany pupils.

It may be appropriate to seek a written statement if a person is unable to meet for any reason.

Parties should normally be informed when a complaint is made against them and be able to see relevant correspondence.

**This Procedure does not take away from the statutory rights of any of the participants.**

#### **5.4. Timeframes**

**Stage One** – Normally acknowledge as soon as possible but at least within 10 school-working days, with final response normally provided within 20 school-working days

**Stage Two** – Normally acknowledge as soon as possible but at least within 10 school-working days, with final response normally provided within 20 school-working days

***If, for any reason, the consideration / review of a complaint takes longer to complete, complainants will be informed of revised time limits and kept updated on progress.***

***These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.***

#### **5.5. Equality**

The school requires complaints to be made in writing. Where this may present difficulties, please contact the school which will make reasonable arrangements to support the complainant with this process.

#### **5.6. Unreasonable Complaints**

The school is committed to dealing with all complaints fairly and impartially, and to providing a high-quality service to those who complain. There will be occasions when, despite all stages of the complaints procedure having been completed and the complaint has been reviewed by the Ombudsman, the complainant remains dissatisfied. The school must balance the rights of an individual to make a complaint and have it fairly investigated with the rights of staff not to be subjected to unacceptable actions or behaviour.

Any decision to treat a complainant as unreasonable must take into account the need to ensure that the complaints procedure is being fairly applied and every attempt has been made to communicate and address concerns about behaviour/conduct with the complainant. In the event that such a decision has been taken; the complainant will be advised accordingly.

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<sup>1</sup> For information on workers' statutory rights to be accompanied, this should be read in accordance with Section 3 of the LRA's Code of Practice on Disciplinary and Grievance Procedures (Paras 110-116).



# ENNISKILLEN MODEL PRIMARY SCHOOL

## COMPLAINTS PROCEDURE

*Signed*

*Principal* \_\_\_\_\_

*Chairman Board of Governors* \_\_\_\_\_

*Adopted by Board of Governors on:* \_\_\_\_\_

*To be reviewed on: Annually*

## **Enniskillen Model Primary School**

### **Our Charter**

#### **Mission:**

**Motivating – Supporting – Educating**

#### **Vision:**

**In Enniskillen Model Primary School, we want everyone to feel valued and work together within a caring, secure, child centred and inclusive environment. We seek to provide a broad and balanced curriculum, encourage independence and motivate all to become equipped with knowledge, skills and values for life-long learning.**

#### **Values:**

##### **What you can expect:**

**We will, for example, endeavour to:**

#### **1. Learning and Development**

- To ensure all realise their full potential and provide opportunities for development
- Provide a well ordered and stimulating learning environment
- Ensure the school's main business focuses on teaching and learning
- Facilitate open discussions at different levels about all children, augmented by sound assessment and screening practices for all
- Engage with a wide variety of professionals and implement appropriate intervention programmes to address low and underachievement
- Engage staff and parents in development opportunities

#### **2. Leadership and Management**

- Promoting positive relationships and good employment practices, encompassing a shared purpose
- Have competent personnel fulfilling key roles
- Engage staff in a wide variety of development opportunities
- Engage others e.g. parents in helping to support the work of the school

#### **3. Equality and Diversity**

- Create and sustain an environment that values and supports the diversity of all
- Organise newcomer support and provision using a CEFR framework – targeting those whose English is a second language
- Develop SEN support for Literacy, Numeracy and Emotional Need
- Facilitate a Counselling Service, as required
- Adopt a whole school and fair approach to recognition and reward
- Engage a large number of children in regular and well planned shared education activities (linking with St. Patrick's P.S., Mullanaska)

#### **4. Contribution and Recognition**

- Support for everyone within/connected to the organisation

- Celebrate and acknowledge all of those who help make the school a success
- Advertise the good work of the Staff, Governors, Parent Teacher Association and Pupils

## **5. Health and Well-being**

- Promote good health and well-being practices for all
- Create a safe and secure learning environment for all occupants; risk assess at different levels
- Operate a comprehensive, active and developmental personal development and mutual understanding programme
- Have a proactive positive behaviour and anti-bullying policy in place
- Have several more specific programmes operating to enhance our health and well-being ethos
- Organise formal and informal opportunities for staff and parents to engage in health and well-being related activities

## **6. Communication, Listening and Responding**

- To communicate appropriately, frequently and involving all parties
- To treat everyone promptly and with courtesy, respect, empathy and understanding
- Operate a controlled 'open door' policy, especially in the mornings
- Distribute a monthly circular to all parents aimed at keeping them well informed about key school events
- Periodically circulate additional information that contains more specific details relevant to individual year groups, for example when going on school trips
- Update information via the VDU and Website on a weekly basis - to inform visitors/parents and celebrate achievement
- Facilitate two parent meetings per year / other meetings on request
- Forward relevant assessment information to parents and including an end of year report
- Support and highlight the work of the Parent Teacher Association in its quest to organise and fundraise
- Adhere to the school's complaints policy by acknowledging and responding to concerns within a stipulated timescale