

# Eerde Complaints Policy



|                              |                               |
|------------------------------|-------------------------------|
| <b>Coordinator:</b>          | School Director - N Holterman |
| <b>Last reviewed:</b>        | 10/11/2020                    |
| <b>Date for next review:</b> | August 2021                   |

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## Introduction:

It is our objective to prevent the need for making complaints by having in place strong, positive relationships with our students, parents, carers and the wider Eerde community. However, in the event that complaints are made, we acknowledge that a process needs to be in place which is clear and allows for complaints to be resolved promptly and satisfactorily. Our aim is to follow up complaints as quickly as possible, dealing with them at the informally at the initial stage of them being made, but for those cases where this is not possible this policy lays out the structure we have in place to allow for issues to be escalated and dealt with by an independent panel if necessary.

## Aims:

- to deal with any complaint against the school or any individual connected with it by following the correct procedures
- to deal with all complaints thoroughly, in a timely manner and by being open, honest and fair when dealing with the complainant



## Roles and Responsibilities:

### Role of the Supervisory Board

The Supervisory Board, has:

- created deadlines for each stage to ensure that complaints are dealt with in a prompt and efficient manner;
- delegated powers and responsibilities to the School Director to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- requested that the School Director endeavours to resolve all complaints informally at the time the complaint is first made, if possible;
- will ensure that the details of the complaint are confidential;
- agreed to respond to a written complaint within 7 days;
- agreed to log and deal with any complaints against the School Director;
- authorised the creation of an Independent Hearing Panel;
- ensured that the Independent Hearing Panel consists of at least one person who has no connection to the running of the school;
- ensured that the Independent Hearing Panel should, where necessary, contain staff members who have had no previous connection to the complaint;
- nominated a Link Governor to visit the school regularly, to liaise with the School Director and to report back to the Board;
- responsibility for ensuring that this policy is made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the School Director

The School Director will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- monitor the effectiveness of this policy;
- ensure this policy is made available via the school website and in hard copy, when requested;
- strive to resolve complaints, if possible, on an informal basis before the complaint is made in writing;
- log any complaints against the school;
- meet with a complainant within 48 hours of notification of the complaint, if required;
- ensure that specified timescales are met;
- pass any complaints against the School Director directly to the Supervisory Board;
- regularly meet the Link Governor to review this policy and the Complaints Log;



## Role of the Independent Hearing Panel

The Independent Hearing Panel has been authorised by the Supervisory Board to deal with complaints in the event that the complainant is not satisfied with the decision of the Board.

The Independent Hearing Panel will:

- consist of the individuals listed below, who have no connection with the running or management of the school;
- in the event that two or more of the appointed members of the IHP are unavailable, may consist of two school personnel, but must consist of one IHP member, as he/she has no connection with the running or management of the school;
- have had no previous experience of the complaint or contact with the complainant;
- invite parents or guardians, if appropriate, to attend the Hearing with the complainant;
- give 21 days' notice of a Hearing to all parties involved, including parents;
- ensure that copies of the Independent Hearing Panel's findings and recommendations are provided to the complainant, the individual and individuals who is/are the subject of the complaint, the School Director and the Supervisory Board;;
- work within agreed timescales set in this policy;
- notify a complainant of the Independent Hearing Panel's decision in writing within 7 days

The appointed members of the panel are:

- Yvonne Walder
- Andrea Wilson
- Amy Ramsey

## Role of School Personnel

School personnel will:

- be made aware of this policy and procedures;
- attempt to resolve any minor issues or low level complaints at an informal level in the first instance;
- know how and where to direct a complainant if they are unable to solve the complaint themselves;
- deal with complaints and referrals promptly and in line with the schedules set out in the diagram below.
- be prepared, should a student for some reason not want to go to the appropriate person him/herself, to do so on their behalf and advise the student of the proposed solutions until the complaint is resolved

Note: staff grievances and whistleblowing are covered by the HR Policy Manual



## Role of Students

Students will be made aware of:

- how to access the policy if required;
- how to make a complaint should they wish to
- the fact that a member of staff can act as a mediator if appropriate

## Role of Parents/Carers

Parents/carers will be made aware of:

- how to access the policy if required;
- how to make a complaint should they wish to;
- their right to attend an Independent Panel Hearing if they wish
- their right to be accompanied if they to the Independent Hearing Panel if they wish

## Role of the Data Protection Officer (if necessary)

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws, in line with the Eerde IBS Data Protection Policy.

## Procedure:

### Types of Complaint & Reporting

Complaints can come in a number of forms, ranging in severity. Our aim is that all minor issues are dealt with swiftly and informally by the person they are raised with. However, when a minor issue turns into a more serious complaint or a serious complaint is raised in the first instance then a process must be in place to address it.

Any staff receiving a complaint which they are unable to deal with informally, should report it to the following people.



| Type of Complaint   | Who to report to   |
|---|--------------------|
| Anything regarding learning, lessons, curriculum or teaching staff                | Principal          |
| Anything regarding boarding accommodation, boarding life or boarding staff        | Head of Boarding   |
| Anything regarding the school grounds or buildings                                | Facilities Manager |
| Issues with school staff or administration  | HR Manager         |
| Issues with the Admissions process  | Admissions Manager |
| All other issues or anything of a more serious nature                             | School Director    |
| Any complaints about School Director which cannot be raised with him/her directly | Supervisory Board  |

## Recording Complaints

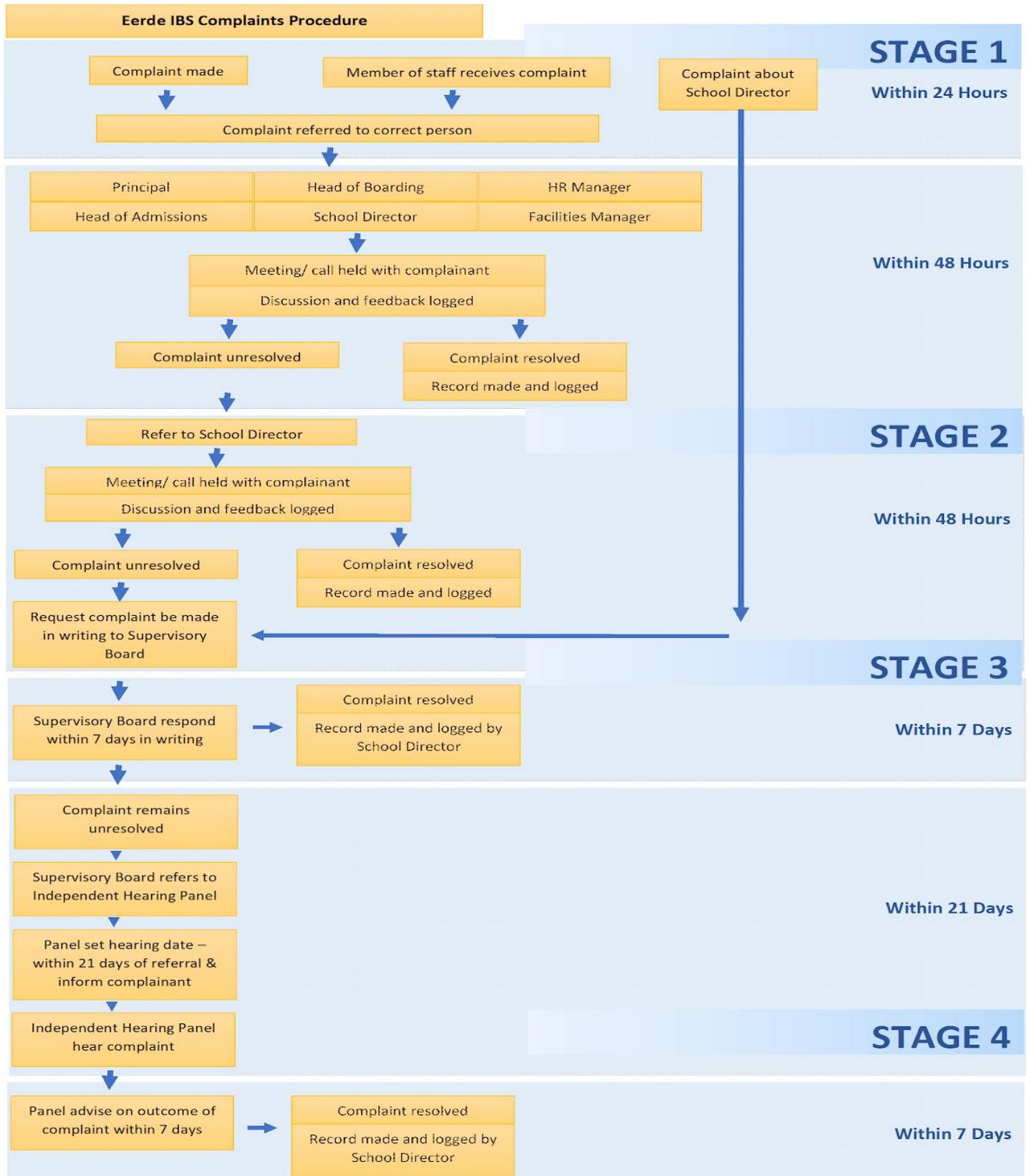
Minor and informal issues which are dealt with immediately, do not need to be officially recorded.

When issues develop into complaints which need to be dealt with or referred on to a more senior member of staff (as listed above), then a record should be kept. A spreadsheet exists for this in the Management Team shared google drive.

When a complaint reaches the formal stages and is reported to the School Director, Supervisory Board or Independent Hearing Panel then full details should be kept, with minutes of any meetings, email communications and notes from phone calls etc kept together in a file detailing the complaint. This is managed by the School Director.



## Complaints Procedure



## Monitoring Complaints

All complaints should be monitored until they are fully resolved. It is the duty of the person who the complaint is being handled by to ensure this happens in a timely manner and is escalated when required.

Details of how complaints have been dealt with and the nature of complaints will be communicated to the Supervisory Board on a Termly basis to allow for monitoring on a wider scale.

## Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Principal)
- An appointment system and means of contact with the Principal and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or social issues)
- Open Class discussion (on a variety of matters relating to the school and/or social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.



## Associated Policies and Publications

This policy has been written with reference to and in accordance with the following policies and publications:

- Add policies here

## Equality Impact Assessment

We are also committed to [Articles 2 and 14 of the United Nations Convention on the Rights of the Child](#) and therefore, have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Therefore, this policy has been equality impact assessed to ensure that it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

| This policy affects or is likely to affect the following members of the school community (✓) |   | Students   | School Personnel | Parents/ carers | Board                  | School Visitors | Wider School Community |                    |   |                        |
|--|---|------------|------------------|-----------------|------------------------|-----------------|------------------------|--------------------|---|------------------------|
|  |   | ✓          | ✓                | ✓               | ✓                      | ✓               | ✓                      |                    |   |                        |
| Question   | Protected Characteristics   |            |                  |                 |                        |                 |                        | Conclusion         |   |                        |
| Does or could this policy have a negative impact on any of the following?                    | Age   | Disability | Gender           | Gender identity | Pregnancy or maternity | Race            | Religion or belief     | Sexual orientation | Undertake a full EIA if the answer is 'yes' or 'not sure' |                        |
| <b>YES</b>   |   |            |                  |                 |                        |                 |                        |                    |   | <b>Yes</b>   <b>No</b> |
| <b>NO</b>  | ✓   | ✓          | ✓                | ✓               | ✓                      | ✓               | ✓                      | ✓                  |   | ✓                      |
| <b>UNSURE</b>  |   |            |                  |                 |                        |                 |                        |                    |   |                        |
| Does or could this policy help promote equality for any of the following?                    | Age   | Disability | Gender           | Gender identity | Pregnancy or maternity | Race            | Religion or belief     | Sexual orientation | Undertake a full EIA if the answer is 'no' or 'not sure'  |                        |
| <b>YES</b>   | ✓   | ✓          | ✓                | ✓               | ✓                      | ✓               | ✓                      | ✓                  |   | <b>Yes</b>   <b>No</b> |
| <b>NO</b>  |   |            |                  |                 |                        |                 |                        |                    |   |                        |
| <b>UNSURE</b>  |   |            |                  |                 |                        |                 |                        |                    |   | ✓                      |
| <b>Conclusion</b>  | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |            |                  |                 |                        |                 |                        |                    |   |                        |



## Policy Review

Annual Policy Review Sheet - Appendix A:

| Review Date | Primary Reviewer Name (Policy Coordinator) |
|-------------|--|
|             |  |

This Appendix A should be completed **annually** by the Policy Coordinator.

|   |        |
|---|--------|
| <b>Date of Last Review:</b>   |        |
| <b>Date of Next Review:</b>   |        |
| <b>Is this policy being implemented fully, with all outlined procedures followed as prescribed?</b>   | YES/NO |
| <b>If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...</b> |        |
|   |        |
| <b>How are staff made aware of this policy?</b>   |        |
|   |        |
| <b>Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?</b>                 |        |
|   |        |
| <b>Monitoring the Effectiveness of the Policy</b>   |        |
| <b>Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...</b>                            |        |
|   |        |

