GLC All Different: All Equal
Together, Improving Upon Our Best

GLC COMPLAINTS POLICY

This policy was ratified by the GLC Board of Directors on	Autumn 2026
This Policy will be reviewed by the GLC Board on :	Autumn 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.
This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.
We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

The GLC Complaints Policy

1. Aims

The GLC aims to meet its statutory obligations when responding to complaints from parents, carers, pupils, former pupils, and members of the public, unless covered by an alternative statutory procedure.

When responding to complaints, we aim to:

- Be impartial and non-adversarial;
- Facilitate a full and fair investigation where necessary;
- Address all points at issue and provide an effective and prompt response;
- Respect complainants' desire for confidentiality;
- Treat all parties with respect and courtesy;
- Ensure decisions are lawful, rational, reasonable, fair and proportionate;
- Keep complainants informed of progress; and
- Consider how complaints can contribute to academy improvement.

The GLC will resolve concerns informally wherever possible. Throughout the process it will be sensitive to the needs of all parties and make reasonable adjustments where needed. This policy is published on each academy's website.

2. Legislation and guidance

This policy meets the requirements of part 7 of the schedule to the Education (Independent School Standards) Regulations 2014. It reflects the DfE Best Practice Guidance for Academies Complaints Procedures, and has regard to the Equality Act 2010 [including the public sector equality duty and the duty to make reasonable adjustments], UK GDPR and the Data Protection Act 2018, and, where relevant, the SEND Code of Practice and should be read alongside the following GLC policies:

- Child Protection and Safeguarding Policy;
- Suspensions and Permanent Exclusions Policy;
- SEN Policy and Information Report;
- Staff Grievance and Disciplinary Procedures;
- Admissions Policy; and
- Privacy Notices.

3. Definitions and scope

3.1 Definitions

The DfE guidance distinguishes between a concern and a complaint:

- A **concern** is "an expression of worry or doubt over an issue considered to be important for which reassurances are sought". Concerns will be resolved through day-to-day communication wherever possible.
- A **complaint** is "an expression of dissatisfaction, however made, about actions taken or a lack of action".

3.2 Scope

This policy applies to all complaints about GLC academies not covered by a separate statutory procedure. It does not cover: admissions decisions; statutory SEN assessments; safeguarding matters; exclusion; whistleblowing; staff grievances; or staff disciplinary matters; complaints about the content of the curriculum [which should be raised under section 409 of the Education Act 1996]; withdrawal from collective worship or the curriculum; and Freedom of Information or subject access requests, which are handled under the GLC's Privacy Notices. Concerns about the GLC's use of public funds should be raised with the Finance and Operations Director in the first instance and may also be referred to the Education and Skills Funding Agency/DfE. Separate policies apply to each of these areas.

Complaints about the academy's SEND support are within scope and should initially be raised with the SENCO within the child's academy setting. Complaints about external providers operating on academy premises should be directed to the provider and the GLC Finance and Operations Director should be informed.

Any person, including members of the public, may make a complaint. The GLC reserves the right to determine the most appropriate process for complaints from individuals who are not parents or carers of registered pupils. Anonymous complaints will not normally be investigated unless the Head of School or Chief Executive Officer determines otherwise.

3.3 Complaints Relating to Individual Members of Staff

Where a complaint concerns the conduct, actions or performance of a staff member, the academy will investigate in accordance with this policy and, where appropriate, the Staff Disciplinary Policy. Details of any employment, disciplinary or capability process are confidential under data protection legislation and will not be disclosed to the complainant. The complainant will be told whether their complaint was upheld, partially upheld or not upheld. Where it is lawful to share, any wider systemic actions taken to address the identified issues will be documented and communicated. Where conduct may meet the threshold for a referral to the Teaching Regulation Agency, this will be considered separately from the complaint outcome; the complainant cannot make such a referral themselves.

If a complainant wishes to withdraw their complaint, they must confirm this in writing.

4. Roles and responsibilities

4.1 The complainant

Complaints are resolved most effectively when complainants:

- Follow the procedures set out in this policy;
- Co-operate with the academy and respond to communication promptly;
- Treat all those involved with respect and courtesy;
- Engage with the academy's preferred resolution process, which will ordinarily involve a meeting or telephone call; and
- Refrain from discussing ongoing complaints on social media.

Communication standards

The academy believes that direct dialogue - in person, by telephone or by video call - is the most effective way to resolve complaints. Where a complainant prefers to communicate exclusively by email, the academy may invite them to a meeting or call rather than engaging in extended written correspondence. Where an invitation is declined without reasonable explanation, the academy reserves the right to conclude the stage on the basis of written submissions and direct the complainant to the next stage.

4.2 The investigator

The investigator [who will be impartial] will interview relevant parties, consider all evidence, keep records securely, maintain an open mind, and prepare a comprehensive report including facts and potential resolutions.

4.3 Clerk to the governors

The clerk will act as the contact point for the complainant and panel, circulate papers before hearings, arrange the hearing and record and circulate the minutes and outcome.

4.4 Complaints Panel chair

The panel chair will chair the hearing fairly, ensure all parties have access to relevant information, and ensure all parties have the opportunity to present their case.

5. Principles for investigation

When investigating a complaint, the academy will seek to establish what happened, who was involved, and what the complainant considers would put the matter right.

Where a complainant commences legal action, or where the police, safeguarding teams or tribunals are investigating related matters, the academy/trust will consider whether to suspend the complaints procedure until those proceedings are concluded.

5.1 Time scales

5.1.1 Standard time limit

Complaints must be raised within three months of the date on which the complainant first became aware of the matter giving rise to the complaint. Where a complaint concerns a series of related incidents, it must be raised within three months of the date on which the complainant first became aware of the most recent incident in that series. All timescales in this section refer to school days, not calendar days.

5.1.2 Late complaints - limited exceptions

The academy will not normally accept a complaint raised outside the three-month time limit. Exceptions are limited to: serious physical illness of the complainant or their child [evidenced by medical documentation]; bereavement of an immediate family member; a documented mental health crisis preventing engagement with the complaints processes; or other circumstances of comparable severity at the sole discretion of the Head of School/ CEO.

The following will not normally constitute exceptional circumstances: dissatisfaction with the academy's communication; a preference to attempt informal resolution first; or delay caused by seeking advice from third parties.

5.1.3 Absolute time limit

No complaint will be accepted more than twelve months after the complainant first became aware of the matter, regardless of circumstances. This limit exists because the passage of time makes fair investigation increasingly difficult.

5.1.4 Process for late complaints

To raise a late complaint, the complainant must submit the formal complaints form [Appendix 1] with a written explanation of the reasons for delay and any supporting evidence. The Head of School [or, where the complaint is about the Head of School, the CEO] will decide within five school days whether to accept it. This decision is final and is not itself subject to the complaint's procedure.

5.1.5 Where fair investigation is no longer possible

Even where a late complaint is accepted, the academy may conclude that a fair investigation is no longer possible. In such cases, the academy will explain this in writing, confirm what steps if any can still be taken, and advise the complainant of their right to refer the matter to the DfE.

6. Stages of complaint

This section applies to all complaints except those against the Head of School, a governor, a director or the CEO, which are covered in Section 7. The GLC operates a three-stage procedure. Each stage must normally be completed before the next can be accessed.

Timescales overview

All timescales are in school days. The academy will notify the complainant in writing of any extension before the original deadline expires.

Stage	Acknowledgement	Response / Hearing	Outcome	Next step
Stage 1 Informal	3–5 school days	10–15 school days	Within response	Notify in writing within 10 school days
Stage 2 Formal	3–5 school days	10–15 school days [complex: up to 20]	Within response	Notify clerk in writing within 10 school days
Stage 3 Panel	5 school days	Hearing within 20 school days	10 school days from hearing	Refer to DfE — final internal stage

Extensions: Where a complaint is particularly complex, involves multiple witnesses, or is received close to a school holiday, any timescale may be extended. The complainant will always be notified before the original deadline, with a reason and revised date.

6.1 Stage 1: Informal Resolution

Handled by: Head of Year, Phase Leader/relevant SLT member

6.1.1 Purpose

The vast majority of concerns should be resolved at Stage 1 without formal investigation. Stage 1 is the preferred route and should always be attempted before a formal complaint is made.

6.1.2 How to raise a Stage 1 concern

The complainant should raise their concern as soon as possible with the relevant member of staff — ordinarily the Head of Year, Phase Leader, or SLT member. If unsure who to contact, the complainant should contact the academy office. Concerns may be raised in person, by telephone, or by email. Direct dialogue is the preferred method.

6.1.3 Timescales

Timescale	Period [school days]
Acknowledgement	3–5 school days from receipt
Full response	10–15 school days from receipt
Complex cases [maximum]	20 school days from receipt

6.1.4 Direct dialogue

Stage 1 will ordinarily involve a meeting or telephone call. Where a complainant declines an invitation to meet without reasonable explanation, the academy will investigate on the basis of available written information and issue a written outcome within the standard timescale, noting on the record that direct dialogue was offered and declined.

6.1.5 Escalating to Stage 2

If unresolved, the complainant may escalate by notifying the academy office in writing within 10 school days of the Stage 1 outcome. If no notification is received within this period, the complaint will be considered concluded. Exceptions may be considered in genuinely exceptional circumstances at the discretion of the Head of School, in line with Section 5.1.

6.2 Stage 2: Formal Investigation

Handled by: Head of School or designated SLT member

6.2.1 Purpose

Stage 2 is the formal complaints stage. The Head of School [or a designated SLT] will conduct a thorough investigation and issue a written outcome.

6.2.2 How to raise a Stage 2 complaint

The complainant must submit a completed formal complaints form [Appendix 1] to the PA of the Head of School, confirming Stage 1 has been completed, setting out the details of the complaint, and stating the outcome sought. Complainants may seek assistance from the academy office, Citizens Advice, or SENDIASS.

Formal complaints may be submitted by letter, email to the PA of the Head of School, in person, or through a third party with the complainant's written consent.

6.2.3 Timescales

Timescale	Period [school days]
Acknowledgement	3–5 school days from receipt
Full written outcome	10–15 school days from acknowledgement
Complex cases [maximum]	20 school days from acknowledgement
Extension notice	Before the original deadline expires

6.2.4 Meeting with the complainant

The Head of School will request a meeting with the complainant — in person, by video call, or by telephone. The complainant may be accompanied by a suitable companion [whose identity should be notified in advance]. If the complainant declines to meet without reasonable explanation, the investigation will proceed on written submissions and the outcome will be issued within the standard timescale.

6.2.5 The written outcome

The outcome will state whether the complaint has been upheld, partially upheld, or not upheld, with reasons. Where the complaint concerns a staff member, any disciplinary or capability outcomes will not be disclosed, as required by data protection legislation.

6.2.6 Escalating to Stage 3

If dissatisfied, the complainant may escalate to Stage 3 by contacting the clerk to the governors in writing within 10 school days of the written outcome, stating how Stage 2 was inadequate and what outcome they now seek. The clerk will acknowledge receipt within 5 school days.

Escalation requests may be submitted: by letter to the academy office; by email to diane.pierson@theglc.org.uk or through a third party with written consent.

6.3 Stage 3 - Review Panel

Handled by Panel of 3 governors/directors, usually including the CEO - the final internal stage.

6.3.1 Purpose

Stage 3 is the final stage of the GLC's internal complaints procedure. After Stage 3, the complainant may refer the matter to the Department for Education if they remain dissatisfied.

6.3.2 Composition of the Panel

The panel consists of three governors/directors with no direct knowledge of the complaint and no involvement in any previous stage. At least one member must be independent of the management and running of the academy concerned. The governors/directors will select a panel chair from among themselves.

All panel members will be independent, impartial and suitably skilled.

6.3.3 Timescales

Timescale	Period [school days]
Clerk acknowledgement of escalation request	5 school days from receipt
Panel hearing arranged	Within 20 school days of escalation request
Written materials submitted by all parties	No later than 10 school days before the hearing
Written outcome issued	Within 10 school days of the hearing

6.3.4 Proposed dates and non-attendance

The clerk will offer the complainant a minimum of three proposed hearing dates. If all three are declined without good reason, the clerk will set a date and the hearing will proceed. In that case, the complainant may submit written representations in lieu of attendance, which the panel will consider alongside the academy's evidence.

6.3.5 Written materials

All parties must submit written materials no later than 10 school days before the hearing. These will be circulated to all parties simultaneously. No new material may be introduced at the hearing without the panel's agreement.

6.3.6 At the hearing

At the panel hearing:

- Both parties will be present unless either has confirmed non-attendance;
- Each party may make oral or written submissions and present evidence;
- Witnesses may be called, subject to the panel's agreement;
- All parties may ask and respond to questions;
- The complainant may be accompanied by a suitable companion;
- Legal representation is not encouraged but may be permitted on a case-by-case basis;
- Media representation is not permitted at any panel hearing [this restricts attendance by the press or media, not the complainant's choice of companion]; and
- No recording will not normally be permitted, save where agreed in advance as a reasonable adjustment - the clerk will take confidential minutes of proceedings.

Once both parties have presented their cases, they will be asked to withdraw. The panel will deliberate in private.

6.3.7 The panel's decision

The panel may uphold the complaint in whole or in part, or dismiss it. Where upheld, the panel may recommend specific remedial action; changes to academy systems or procedures; an acknowledgement that the matter could have been handled differently; or an apology.

The written decision will be sent to the complainant and Head of School within 10 school days of the hearing. Where the complaint concerns a staff member, any disciplinary or capability action will remain confidential and will not be disclosed.

6.3.8 After Stage 3 - referral to the DfE

If the complainant remains dissatisfied, they may refer their complaint to the Department for Education. The DfE will not overturn the academy's decision on the substance of the complaint but will consider whether the procedure was followed correctly. Contact details will be included in the Stage 3 outcome letter.

Department for Education - School Complaints: www.gov.uk/complain-about-school
The DfE will not overturn the academy's decision but may require re-investigation if the procedure was not correctly followed.

7. Complaints against the Head of School, a governor or a director or the CEO

7.1 Stage 1: informal

Complaints made against the Head of School, any governor or the CEO should be directed to the clerk to the governors in the first instance via diane.pierson@theglc.org.uk

Where the complaint is about the Head of School or a governor/director [including the chair or vice- chair], the CEO will carry out the Stage 1 steps in section 6.1. Where the complaint is about the CEO, a governor or director nominated by the Chair of the Board will carry out the Stage 1 steps.

7.2 Stage 2: Formal

Where a complaint is jointly about the chair and vice-chair, the entire board, or a majority of the board, an independent investigator appointed by the board will conduct the Stage 2 investigation and write a formal response.

7.3 Stage 3: Review panel

Where a complaint is jointly about the chair and vice-chair, the entire board, or the majority of the board, a committee of independent governors or directors sourced from local schools or the local authority will hear the complaint at stage 3, following the procedure in section 6.3.

8. Referring complaints to the DfE

If the complainant remains dissatisfied after completing all stages, they may refer their complaint to the DfE. The DfE will not overturn the academy's decision on the substance of a complaint, but will consider whether: there was undue delay or the academy did not comply with its own procedure; the academy was in breach of its funding agreement; or the academy has failed to comply with any other legal obligation. If the DfE finds the complaint was not handled properly, it will ask the academy to re-investigate. DfE contact details will be included in the Stage 3 outcome letter and are available at www.gov.uk/complain-about-school.

9. Persistent and Unreasonable Complaints

9.1 Unreasonably persistent complaints

A complaint may become unreasonable where the person: has already had the same complaint resolved through this procedure; makes a complaint that is obsessive, persistent, harassing, prolific, defamatory or repetitive; knowingly provides false information; insists on pursuing a complaint that is unfounded or outside scope; pursues a valid complaint in an unreasonable manner [for example, by refusing to co-operate with the investigation or refusing to attend any form of meeting when one has been reasonably requested]; changes the basis of the complaint during the investigation; makes a complaint designed to cause disruption or excessive demands on academy time; generates repeated, voluminous or reformulated correspondence [whether or not produced with the assistance of AI tools] restating matters already responded to; or seeks unrealistic outcomes.

9.2 Managing Unreasonable Complaints

The academy will take every reasonable step to address the complainant's concerns and provide a clear statement of its position and the complainant's options. ***Where contact becomes disruptive, the academy will: designate a single point of contact; limit the number of contacts per term; acknowledge multiple emails collectively rather than individually; or take other proportionate steps as necessary. Any restriction on contact will be time-limited and reviewed no later than the end of each term, and the complainant will be told when and how it will be reviewed.***

9.3 Managing Email-Only Complaints

The academy welcomes email as a method of initial contact. However, complex concerns are most effectively resolved through direct dialogue. Where a complainant insists on communicating exclusively by email and declines invitations to meet, the academy may: provide a formal written response; treat the stage as concluded once a full response has been given and the complainant directed to the next stage or DfE; and acknowledge but not substantively respond to further emails on the same matter at that stage. This section applies equally to iterative and repetitive correspondence generated with the assistance of AI tools [see Section 10].

9.4 Stopping Responding

The academy may stop responding when: all reasonable steps have been taken to address the complainant's concerns; the complainant has been given a clear statement of the academy's position and their options; and the complainant continues to contact the academy repeatedly with the apparent intention of causing disruption. The academy will inform the complainant in writing before ceasing to respond. In response to any serious incident of aggression or violence, the academy will immediately inform the police and may bar the individual from the academy site.

9.5 Duplicate Complaints

Where a resolved complaint is received again from a partner, family member or other individual, the academy will assess whether there are new aspects. If satisfied there are none, it will direct the new complainant to the DfE.

9.6 Complaint Campaigns

Where the academy receives a large volume of complaints about the same topic, it may respond by publishing a single response on its website or sending a template response to all complainants. Normal procedures will apply if complainants remain dissatisfied.

10. Use of AI tools in complaints

10.1 Neutral Stance on AI Use

Complainants are free to use AI tools to help draft correspondence, and complaints will be considered on their substance regardless of how they were drafted. The academy will never dismiss a complaint solely because AI was used. Some complainants use AI as a form of support with literacy, language or disability, and this is welcomed in line with Section 11 [Accessibility].

10.2 Personal Responsibility for Content

The complainant is personally responsible for the entire content of any communication they submit, however it was produced. By submitting a communication, the complainant confirms that they have read it in full, that it accurately reflects their own concerns and experience, and that the factual claims within it are made in good faith. AI tools are known to generate plausible but inaccurate content, including invented events, misquoted policies and incorrect legal references.

10.3 Definition of the Complaint

At Stages 2 and 3, the complaint under investigation is defined by the numbered points set out on the formal complaints form [Appendix 1] or the escalation request. Subsequent correspondence does not add to, amend or restate the complaint unless the academy expressly agrees in writing to accept an amendment. New matters raised in later correspondence will be treated as new concerns and directed to Stage 1 in the usual way.

10.4 One Substantive Response per Stage

The academy will provide one full written response to the complaint points at each stage, within the timescales set out in this policy. Where the complainant sends further correspondence at the same stage that restates, reformulates, expands upon or re-argues points already responded to - including correspondence apparently generated by processing the academy's response through an AI tool - the academy will acknowledge receipt, confirm that a substantive response has already been provided, and remind the complainant of their escalation options. The academy will not provide repeated substantive responses to

reformulations of the same points. The escalation routes in Sections 6 and 8, not continued correspondence, are the means of challenging an outcome.

10.5 Proportionality and Length

The academy will respond to the substance of a complaint, not its length. Complainants are asked to set out their complaint points concisely and specifically. The academy may ask a complainant to identify, in numbered form and within a reasonable limit, the specific points they wish to have investigated and the outcome sought, before the investigation timescale begins. The academy is not obliged to respond point by point to every assertion in lengthy correspondence and will exercise professional judgement in identifying and addressing the material issues.

10.6 Direct Dialogue

Extended AI-mediated written exchanges are rarely an effective route to resolution. Where correspondence has become lengthy, iterative or repetitive, the academy will invite the complainant to a meeting or telephone call to establish their concerns directly, in line with the communication standards in Section 4.1. Where such an invitation is declined without reasonable explanation, Sections 6 and 9.3 apply.

10.7 Data Protection

Complainants are strongly advised not to input personal data about their child, other pupils or staff - including names, correspondence from the academy, or details of incidents - into publicly available AI tools, as this data may be stored and processed outside the complainant's control. The academy accepts no responsibility for personal data disclosed to third-party AI services by complainants.

10.8 Academy Use of AI

Where academy staff use approved AI tools to assist with administrative aspects of complaints handling, all investigative findings, judgements and decisions are made by the responsible member of staff, panel or board and all outgoing correspondence is reviewed and approved by its named author.

11. Accessibility

The GLC will make reasonable adjustments to enable complainants to access the complaints process. This may include providing documents in alternative formats, arranging interpretation or translation services, allowing additional support during meetings, or providing assistance in completing complaint documentation where appropriate.

12. Record keeping

The academy will record the progress of all complaints, including information about actions taken at all stages, the stage at which the complaint was resolved, and the final outcome. The records will include copies of letters, emails and notes from meetings and telephone calls. Records will be treated as confidential, held centrally and accessed only by those involved in the investigation or serving on a review panel. Where correspondence is acknowledged but not substantively answered under Sections 9.3, 9.4 or 10.4, the record will note this and the reason, so that the academy can demonstrate that every substantive complaint point received a full response. Complaint records will be retained in line with the GLC's records retention schedule and securely destroyed thereafter.

13. Learning from complaints

The GLC Board will review underlying issues raised by complaints with the Head of School, where appropriate, and respecting confidentiality, to identify improvements to procedures or practice. An anonymised summary of formal complaints will be presented to the board half termly.

14. Monitoring arrangements

Governors and directors will monitor the effectiveness of this procedure. This policy will be reviewed annually by the GLC Board. Any amendments will be shared with staff and publicised on the academy website.

15. Timescales Summary
All timescales below are expressed in school days and do not include weekends, bank holidays or academy closure periods.

Stage	Acknowledgement	Response / Outcome	Complainant's next step
Stage 1 Informal [Head of Year/SLT]	3–5 school days	10–15 school days [max 20]	Notify in writing within 10 school days
Stage 2 Formal [Head of School]	3–5 school days	10–15 school days [max 20]	Notify clerk in writing within 10 school days
Stage 3 Panel hearing arranged	5 school days	Hearing within 20 school days	—
Stage 3 Panel outcome	—	10 school days from hearing	Refer to DfE - final internal stage
Late complaint decision	—	5 school days from receipt	Decision of Head of School is final

Appendix 1 - The Gateway Learning Community Formal Complaints Form [Stage 2]

For Stage 2 formal complaints only. Please ensure you have completed Stage 1 before submitting. Contact the academy office if you need assistance. Complainants may also seek support from Citizens Advice or SENDIASS.

Full Name / GLC Academy this complaint relates to	
Relationship to academy	e.g. Parent, Carer, Member of the public
Child's Name [if applicable]	
Year Group/Tutor Group	
Email Address	
Telephone Number	
Preferred Contact Method	Email / Telephone / In person
Date Submitted	

1. Have you completed Stage 1 [Informal Resolution]?

- ☐ **Yes**
- ☐ **No**

Who did you raise the concern with?

Date(s) of previous discussions:

2. Nature of Complaint [tick all that apply]

- ☐ Staff Conduct
- ☐ Teaching & Learning
- ☐ Pastoral Care
- ☐ SEND Provision
- ☐ Behaviour & Safety
- ☐ Communication
- ☐ Premises/Facilities
- ☐ Other (please specify):

_____

3. Details of Complaint

Please provide a clear summary including relevant dates, times, locations, individuals involved and any key events.

4. Witnesses

Please provide the names of any witnesses [if applicable]:

5. Supporting Evidence

Please indicate what evidence is attached:

- ☐ Emails
- ☐ Letters
- ☐ Photographs
- ☐ Reports
- ☐ Meeting Notes
- ☐ Other _____

6. Actions Already Taken

Please describe steps already taken to resolve the matter and any responses received:

7. Desired Outcome

Please explain what resolution you are seeking:

8. Accessibility and Support

Do you require any reasonable adjustments, interpretation, translation or accessibility support?

- ☐ Yes [please give details below]

☐ No

Details:

Data Protection: The information provided on this form will be processed under UK GDPR and the Data Protection Act 2018 for the purpose of investigating and responding to your complaint. By signing below you confirm the information is accurate to the best of my knowledge.

Declaration	I confirm that the information provided is accurate to the best of my knowledge.
Signature	
Date	

Appendix 2 - Template Letters for Staff Use

Select the appropriate template, complete the bracketed fields, and issue on headed paper or from the relevant academy email address. Keep a copy on the complaint file. Do not use these letters verbatim where the specific circumstances require a more tailored response.

1 Letter A - Acknowledgement and Meeting Request

Use at Stage 1 or Stage 2 when a complaint has been received and you are requesting a meeting before issuing a substantive response.

[Academy name and address / email]
[Date]

Dear [Name],

Re: Your complaint / concern - received [date]

Thank you for contacting us. We have received your [letter / email] dated [date] and we want to assure you that we take your concerns seriously.

We find that concerns like yours are resolved most effectively through direct conversation. This allows us to fully understand your perspective, share relevant information, and work together towards a resolution. We would therefore like to invite you to meet with [name and role].

We can offer the following:

- A meeting in school — please contact us to arrange a suitable date and time;
- A telephone call — please let us know a convenient time; or
- A video call via [Teams / Zoom] if you would prefer.

Please respond by [date - 5 school days] to arrange a time. If we have not heard from you by this date, we will provide a written response to your concern by [date - 15 school days from original receipt]. You are welcome to bring a friend or family member to any meeting for support.

Yours sincerely,

[Name] | [Role] | [Academy] | [Date]

2 Letter B - Second Meeting Request / Notice of Proceeding on Written Submissions

Use when a first meeting invitation has not been taken up and the academy intends to proceed on written submissions.

[Academy name and address / email]
[Date]

Dear [Name],

Re: Your complaint received [date] — update

Further to our [letter / email] of [date], we note that we have not yet been able to arrange a meeting to discuss your concerns about [brief subject].

We wanted to extend a further invitation to meet with [name and role], as we believe direct dialogue would be the most effective way to address your concerns fully. Please contact us by [date — 3 school days] if you would like to arrange a meeting in person, by telephone, or by video call.

If we do not hear from you by [date], we will proceed as follows:

- We will investigate your complaint on the basis of the written information you have provided;
- We will provide a written outcome by [date — within 15 school days of original receipt]; and
- This will constitute completion of [Stage 1 / Stage 2] of our complaints procedure.

Please note that further emails on this matter will be acknowledged but may not receive an additional substantive response at this stage once the written outcome has been issued. You will be directed to the next stage of our procedure if you remain dissatisfied.

Yours sincerely,

[Name] | [Role] | [Academy] | [Date]

3 Letter C - Formal Outcome Letter

Use at the end of Stage 1 or Stage 2 to issue the written outcome of the investigation.

[Academy name and address / email]
[Date]

Dear [Name],

Re: Your complaint received [date] — Outcome

I am writing to set out the outcome of our investigation into your complaint about [subject], received on [date].

Summary of complaint
[Brief, neutral summary of the complaint in one or two sentences.]

Investigation
We have [spoken with / reviewed correspondence from / met with] [relevant parties or types of evidence, without disclosing confidential staff information].

[If meeting was offered and declined, include:] We note that an invitation to meet was extended on [date(s)] and was not taken up. We have therefore based our investigation on the written information provided.

Finding
Having considered the information available, I find that your complaint is: [UPHELD / PARTIALLY UPHELD / NOT UPHELD].

[Set out the reasons clearly and proportionately. Do not refer to individual staff disciplinary outcomes.]

Actions taken [if applicable]
[Describe any action the academy will take. Where the complaint concerns a staff member, state only that appropriate action has been or will be taken — do not disclose the nature of any disciplinary or capability process.]

Next steps
This concludes [Stage 1 / Stage 2] of our complaints procedure. If you are not satisfied with this outcome, you may escalate your complaint to [Stage 2 / Stage 3] by [notifying the academy office in writing / contacting the clerk at diane.pierson@theglc.org.uk] within 10 school days of this letter.

[For Stage 3 outcomes only:] This is the final stage of the GLC's internal complaints procedure. If you remain dissatisfied, you may refer your complaint to the Department for Education at www.gov.uk/complain-about-school.

Yours sincerely,

[Name] | [Role] | [Academy] | [Date]

4 Letter D — Formally Closing a Stage

Use when the outcome has been issued, the complainant has been directed to the next stage, but emails continue to arrive on the same matter.

[Academy name and address / email]
[Date]

Dear [Name],

Re: Your complaint — [Stage 1 / Stage 2] concluded

I refer to my letter of [date] setting out the outcome of [Stage 1 / Stage 2] of our complaints procedure.

Since that letter, I note that we have received [number] further emails from you on the same matter. We have read and considered all of these carefully. We are satisfied that we have fully investigated your complaint and provided a comprehensive written response. We are not able to add to or amend the outcome set out in our letter of [date], and [Stage 1 / Stage 2] of the procedure is now concluded.

If you remain dissatisfied, you are entitled to escalate your complaint to [Stage 2 / Stage 3] by [notifying the academy office in writing / contacting the clerk at diane.pierson@theglc.org.uk] within 10 school days of this letter, setting out how you believe the [Stage 1 / Stage 2] process was inadequate and what outcome you are now seeking.

Further emails on this matter at [Stage 1 / Stage 2] will be acknowledged but will not receive a further substantive response, as the stage is now concluded. If you have new information that was not available at the time of the investigation, please include it with any escalation request.

Yours sincerely,

[Name] | [Role] | [Academy] | [Date]

5 Letter E - Restricting Contact [Unreasonable Behaviour]

Use when a complainant's contact has become persistent, harassing or unduly disruptive and formal restrictions need to be put in place.

[Academy name and address / email]
[Date]

Dear [Name],

Re: Your recent communications with the academy

I am writing regarding the volume and nature of your recent contact with the academy about [subject].

We have read and considered all of your correspondence carefully. We remain committed to addressing your concerns and have taken the following steps: [brief summary of what has been done and the outcome already communicated].

However, the volume and/or nature of recent communications has reached a level that is placing significant and disproportionate demands on staff time. In accordance with Section 9 of our Complaints Policy, we are therefore putting the following arrangements in place with immediate effect:

- All future correspondence on this matter should be directed to [named person] at [email address / telephone number];
- The academy will respond to correspondence on this matter no more than [once per week / X times per term]; and
- [Any other specific restriction as appropriate.]

These arrangements do not affect your right to pursue your complaint through the stages set out in our Complaints Policy. If you wish to escalate to the next stage, please refer to our letter of [date] for details of how to do so.

We hope these arrangements will allow us to continue to engage with your concerns in a considered and proportionate way.

Yours sincerely,

[Name] | [Role] | [Academy] | [Date]