



COMPLAINTS POLICY

REFERENCE:	v.01 08/2025
OWNERSHIP:	Chayah Education
AUTHORISED BY:	Director- Natalie Morrison
REVIEW:	08/2026

PURPOSE

The purpose of this policy is to outline a procedure to deal with complaints from students, parents/carers and referrers to Chayah Education. This policy is in line with paragraph 7 of the Schedule to The Education (Independent School Standards) Regulations 2014

SCOPE

This policy applies to Chayah Education, this includes all employees who work within Chayah Education as well as contractors, volunteers and visitors.

SAFEGUARDING COMMITMENT

As an organisation that prioritises the safeguarding of children and all vulnerable people, Chayah Education is committed to providing a safe environment across all we do by actively adopting strategies that embed a culture of zero tolerance for abuse of any kind.

RESPONSIBILITIES

This section outlines the roles and responsibilities of all parties involved in the complaints process, ensuring that complaints are handled fairly, promptly, and effectively in accordance with the school's policy and regulatory requirements.

1. The Directors

- **Policy Approval and Oversight:** To approve and regularly review the Complaints Policy, ensuring its compliance with the Independent School Standards (England) Regulations 2014, particularly paragraph 7, and its accessibility to all parents.
- **Final Stage Review (Panel Hearing):** To appoint the independent panel for the final stage of the complaints procedure (Stage 3). The Director ensures that the panel consists of at least three individuals who were not directly involved in the matters detailed in the complaint, one of whom is independent of the management and running of the provision.
- **Decision Implementation:** To ensure that any recommendations arising from a panel hearing are fully considered and, where appropriate, implemented within a reasonable timeframe.



- **Monitoring:** To monitor the number and nature of complaints, ensuring that trends are identified and used to inform improvement.

2. The Provision Lead

- **Initial Complaint Resolution (Stage 1):** To be the primary recipient and first point of contact for formal complaints, aiming to resolve them informally or formally at the earliest possible stage.
- **Policy Implementation:** To ensure the Complaints Policy is effectively communicated to all staff, parents, and pupils, and that all staff are aware of their roles in the process.
- **Staff Training:** To ensure that relevant staff receive appropriate training on handling complaints effectively and sensitively.
- **Record Keeping:** To ensure accurate and confidential records of all complaints, and their resolutions, are maintained as required by regulation.
- **Liaison with Staff:** To support staff involved in a complaint, providing guidance and ensuring their well-being throughout the process.

3. Staff Members (Teaching, Support, and Administrative)

- **Informal Resolution:** To attempt to resolve minor concerns or complaints informally at the earliest opportunity, where appropriate and within their scope of responsibility.
- **Referral:** To promptly refer any formal complaints, or concerns that cannot be resolved informally, to the Provision lead.
- **Cooperation:** To cooperate fully and professionally with any investigation or process related to a complaint, providing accurate information when requested.
- **Confidentiality:** To maintain strict confidentiality regarding all aspects of a complaint.

4. Parents/Guardians

- **Familiarisation with Policy:** To familiarise themselves with the provision's Complaints Policy and follow the outlined procedure when raising a complaint.
- **Clear Communication:** To articulate their complaint clearly and concisely, providing all relevant information and documentation.
- **Respectful Engagement:** To engage with the complaints process respectfully and constructively, aiming for a fair resolution.
- **Timeliness:** To adhere to the specified timescales for submitting complaints at each stage of the process

DEFINITIONS

This section clarifies key terms used within this Complaints Policy to ensure a consistent understanding for all stakeholders. A **complaint** is defined as an expression of dissatisfaction about the provision, its staff, or its delivery, which requires a formal response. It typically goes beyond a routine enquiry or a request for information. The **Complainant** is the individual (usually a parent or guardian) who is making the complaint. The **Directors** refers to the representatives of Chayah Education responsible for the overall governance and management of the provision. A **formal complaint** is one that has been submitted in writing and requires progression through the stages of this policy. An **independent panel member** (at Stage 3) is an individual appointed to the complaints panel who has no direct involvement in the management or running of the provision, ensuring impartiality and an objective review of the complaint.

POLICY

Chayah Education feel that our students and their parents/carers and referrers have the right to receive a high standard of service. The Complaints Procedure is in operation to enable our



service users to be listened to and to ensure that any complaints are dealt with fairly, quickly and confidentially.

For further details about confidentiality contact the Provision Lead who will talk you through the appropriate policy. A copy of the Confidentiality Policy can be made available for inspection on request.

We view complaints positively as they give us the opportunity to improve the quality of our services. Our aim is that complaints can be resolved before they reach the formal stage. If this is not possible, it is important that fair, accessible action is taken.

You may wish for a staff member or another organisation to support you in your complaint.

An **informal complaint** would be delivered verbally to your teacher, key worker or the Provision Lead. This complaint will be listened to and addressed by talking to relevant people and producing a solution which is agreeable by all parties (where possible). Chayah Education staff will seek to resolve an informal complaint quickly and where possible, this will take place on the same day that the complaint is raised.

A **formal complaint** would be in writing, addressed to the most appropriate person/s below. Be as detailed as possible about the complaint, giving dates/times of incident, any other persons involved and how you would like to see this complaint being resolved. These issues will be investigated in full and responded to in writing outlining our response to the complaint within 3 working days of receiving the complaint.

Provision Lead	→	→	Chayah Education Director
<i>Natalie Morrison</i>			

If you have completed this procedure, but believe your complaint has still not been dealt with, your complaint can be reviewed by a Panel of 3 or more people, appointed by the Director, who have not been directly involved in the matters detailed in the complaint and containing at least one member who is independent of the management and running of the provision.

Panel Procedures

Parents/Carers would be welcome to attend the Panel Hearing(s), arranged at a time suitable for them to attend. The Panel Hearing should take place as soon as possible after it is requested and must be within 14 days. Parents/Carers may be accompanied if they wish.

The Panel is expected to make findings and recommendations available within 5 working days. Copies of these written findings and recommendations will be sent by electronic mail or otherwise given to the complainant and where relevant, the person complained about. They will also be available for inspection

on the provision premises by the Director.



Records

Written records of all formal complaints, responses, meetings, and action taken regardless of whether they are upheld or resolved at the formal stage or proceed to a Panel Hearing, will be kept by Chayah Education. Documents 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. A further record of the number of 'formal complaints' received in the preceding school year will be available on request.

Lessons Learnt

All formal complaints, whether or not they are upheld will be subject to a 'lessons learnt' process. This process will use details of a complaint to look at reducing future complaints and improving the work of the school. This process will be led by the Provision Lead.

Further support and advice is also available from:

Citizens Advice Bureau

Office 208
St Nicholas House
31 Park Row
Nottingham
NG1 6FQ

CONTEXT

This policy/procedure relates to the following legislative requirements, standards and internal documents:

Legislation/Standards	<ul style="list-style-type: none">• Independent School Standards (England) Regulations 2014• Education Act 2002 (General Principles)• Equality Act 2010• Data Protection Act 2018/UK GDPR
Related Forms & Documents	<ul style="list-style-type: none">• UK Confidentiality Policy

VERSION CONTROL



Version	Date	Change Summary	Author/Reviewer	Approved by:
2				
1	22/7/25	Initial version	Mark Wrangles	Director-Natalie Morrison