



CONCERNS AND COMPLAINTS POLICY

Policy owner	Headteacher	September 2025
Formally endorsed by	Trustees	
Review date		November 2026

Concerns and Complaints Policy

This procedure is intended to help sustain a positive ethos within our school so that problems can be listened to appropriately and resolved wherever possible. Our core purpose is to offer high quality Steiner-Waldorf education for all our children and, to improve our work, we seek to learn from our mistakes and correct them whenever this is possible.

We believe that the education of our children can be most effective when there is close co-operation, mutual trust and respect between all those involved in their upbringing and education. We welcome practical suggestions that can help us improve our provision and the way we work.

Our Concerns and complaints policy aims to deal with issues in a fair and confidential manner. We intend to respond to questions and criticisms promptly and to do all we can reasonably do to resolve any problems amicably and be solution oriented.

Who can make a complaint?

The complaints policy is based upon [Part 7 of the Education \(Independent School Standards\) Regulations 2014](#), and the EYFS, it applies to complaints from parents/carers of pupils at the school, regarding their child. This policy is made available on the website.

Unless complaints are dealt with under separate statutory procedures, (such as appeals relating to admissions, exclusions, safeguarding, staff discipline or grievances), we will use this complaints procedure.

The difference between a concern and a 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'*.

A complaint may be defined as *'an expression of dissatisfaction however made, about actions taken or a lack of action'*.

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. St Paul's Waldorf School takes concerns seriously and will make every effort to resolve the matter as quickly as possible and the best way is to direct the concern or complaint to the member of staff it relates to.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, Anna Retsler, the Head teacher or Tamara Allen, the Administration & HR Manager, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, Anna Retsler 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, St Paul's Waldorf School 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.

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office.

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.

Parents/carers often feel emotional when discussing an issue that affects their child. This is wholly understandable. However the teachers need to be treated with dignity and respect at their place of work.

Anonymous complaints

We will not normally investigate anonymous complaints. However, the head teacher or Chair of Trustees, 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. Parents who have left the school can only make a complaint using this procedure, if the process started when the pupil was on roll.

Early Years Foundation Stage

We have in place a written procedure for dealing with concerns and complaints from parents and/or carers, and keep a written record of any complaints, and their outcome. We investigate all written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. Ofsted can be contacted at enquiries@ofsted.gov.uk or 0300 123 4666.

A record of complaints will be made available to Ofsted/ISI on request. We make available to parents and/or carers details about how to contact Ofsted, if they believe we are not meeting the EYFS requirements.

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. Please note that complaints received at the end of a term may be resolved the following, as we need certain amount of school days to fairly investigate any issues.

Scope of this complaints procedure

This procedure covers all complaints about the Kindergarten and School provision by St

Paul’s Waldorf School other than complaints that are dealt with under other statutory procedures, including those listed below.

Exceptions	Who to contact
Admissions to schools	Concerns about admissions should be handled through a separate process – through the Admissions’ appeals process. See Admissions policy.
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>The Headteacher (Anna Retsler) will handle serious allegations against a member of staff.</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>

Exclusion of children from school	The school has a separate procedure for Exclusion, as part of the Behaviour policy.
Fees	This process should not be used to avoid or delay payment of any sum due under Parent contract. See Finance policy.
Whistleblowing	We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors. Please see separate Whistleblowing policy.
Staff grievances	Complaints from staff will be dealt with under the school's internal grievance procedure.
Staff conduct	Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate. These will be handled by the Headteacher, Anna Retsler. Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.
Discrimination, harassment and victimisation	Complaints of this nature will be dealt with under the appropriate policy – Anti-bullying & Behaviour Policy for children. For adults, we will apply the Anti-Harassment & Bullying Policy and the Equality Opportunities & Diversity Policy.

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 St Paul's Waldorf School 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, St Paul's Waldorf School 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.

Stage 1 – Informal complaints

It is to be hoped that most concerns can be expressed and resolved on an informal basis.

Concerns should be raised directly with either the Kindergarten or class teacher, subject lead or head teacher. Complainants should not approach individual trustees to raise concerns or complaints. 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.

At the conclusion of their investigation, the appropriate person investigating the Stage 1 complaint will provide an informal written response within 15 school days of the date of receipt of the Stage 1 complaint.

Complainants will have 10 working days after receipt of the conclusion to their Stage 1 complaint in which to progress their complaint to Stage 2.

Mediation

If your concern is complex, or cannot be resolved in this way, we offer the services of independent mediators. Working in consultation with the school, the mediators aim to provide a secure, confidential process intended to assist good communication and to help find appropriate resolution. Mediation can take place when all those involved agree to it.

Mediators will not retain notes of matters discussed during the process of mediation, except in the form of any agreed outcomes, which we do in order to ensure that these can be followed up.

While we would not wish to put a fixed timescale to matters of concern, we would normally expect any informal concerns to be resolved speedily. If mediation is used, the entire process would normally be completed within 20 working days. You will be consulted and your agreement sought for any extension.

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

Stage 2 – Formal complaints

Formal complaints must be made to the head teacher (unless they are about the head teacher), via the school office. This should be done in writing. The Complaint Form supports this process.

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

Within this response, the head teacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The head teacher can consider whether a face to face meeting is the most appropriate way of doing this. If possible, a resolution will be reached at this stage.

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 head teacher will in most cases provide a formal written response within 15 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 St Paul's Waldorf School will take to resolve the complaint.

The head teacher 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 head teacher, a suitably skilled trustee will be appointed to complete all the actions at Stage 2.

Complaints about the headteacher must be made to the Clerk by emailing clerk@stpaulswaldorfschool.org.

Stage 3 – Panel Hearing

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the complaint to Stage 3 – 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. This is the final stage of the complaints procedure.

A request to escalate to Stage 3 must be made to the Clerk, by emailing clerk@stpaulswaldorfschool.org, within 10 school days of receipt of the Stage 2 response.

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 15 school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

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. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under (Human Resources) staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

At least 10 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 Stage 1 of the procedure.

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 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 St Paul's Waldorf School with a full explanation of their decision and the reason(s) for it, in writing, within 15 school days.

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 St Paul's Waldorf School will take to resolve the complaint. The decision is final.

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.

The response will also advise the complainant of next steps. Furthermore, they will be available for inspection on the school premises by the proprietor and the head teacher.

A written record will be kept of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing, 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.

Next Steps

If the complainant believes the school 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 can contact the Department for Education after they have completed Stage 2.

The Department for Education will not normally reinvestigate the substance of complaints or overturn any decisions made by St Paul's Waldorf School. They will consider whether St Paul's Waldorf School has adhered to education legislation and whether they have followed [Part 7 of the Education \(Independent School Standards\) Regulations 2014](#) and any statutory policies connected with the complaint.

In the event of dissatisfaction with the above procedures, the complainant can refer their complaint to the Department for Education, the Independent Schools Inspectorate or OFSTED. Details on how to contact these organisations are below:

Independent Schools Inspectorate
CAP House
9-12 Long Acre
London
EC1A 9HA
www.isi.net
0207 600 0100

Department for Education
20 Great Smith St
London
SW1P 3BT.
www.education.gov.uk/contactus
03700002288

Ofsted
Clive House,
70 Petty France,
London
SW1H 9EX
enquiries@ofsted.gov.uk
0300 123 4666

Appendix 1

Managing serial and unreasonable complaints

There will be occasions when despite all stages of the procedure having been followed, the complainant remains dissatisfied. In such situations, the school may inform the complainant in writing that the procedure has been exhausted and that the matter is now closed.

St Paul's Waldorf School is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. We will not normally limit the contact complainants have with our school. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

St Paul's Waldorf School defines unreasonable behaviour as that which hinders our consideration of complaints because of the frequency or nature of the complainant's contact with the school, such as, if the complainant:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to co-operate with the complaints investigation process
- refuses to accept that certain issues are not within the scope of the complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which they expect to be taken into account and commented on
- raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- changes the basis of the complaint as the investigation proceeds
- repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed including referral to the Department for Education
- seeks an unrealistic outcome
- makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with
- uses threats to intimidate
- uses abusive, offensive or discriminatory language or violence
- knowingly provides falsified information
- publishes unacceptable information on social media or other public forums.

Complainants should try to limit their communication with the school that relates to their complaint, while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached. Whenever possible, the headteacher or Chair of trustees will discuss any concerns with the complainant informally before applying an '*unreasonable*' marking. Serious degree and display of several of the unreasonable behaviours may breach the Parent contract and the Required Withdrawal policy will be used.

When to stop responding

The decision to stop responding should never be taken lightly, but it may be necessary in the following circumstances:

- the school has taken every reasonable step to address the complainant's concerns
- the complainant has been given a clear statement of your position and their options
- the complainant contacts you repeatedly, making substantially the same points each time

The decision will be made in writing to the complainant.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may result in the use of required withdrawal policy.

Schools are private places. The public has no automatic right of entry. Headteacher and trustee bodies will therefore need to act to ensure they remain a safe place for pupils, staff and other members of their community.

If an individual's behaviour is a cause for concern, they can be asked to leave school premises. In some cases, individuals can be barred from entering school premises. We will always give the individual the opportunity to formally express their views on a decision to bar.

Complaint Form

Please complete and return to Anna Retsler the *head teacher / Clerk / complaints co-ordinator / designated trustee* who will acknowledge receipt and explain what action will be taken.

Your name:
Pupil's name (if relevant):
Your relationship to the pupil (if relevant):
Address: Postcode: Day time telephone number: Evening telephone number: Email address:
Please give details of your complaint, including whether you have spoken to anybody at the school about it.

What actions do you feel might resolve the problem at this stage?

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official use

Date acknowledgement sent:

By who:

Complaint referred to:

Action taken:

Date:

Roles and Responsibilities

Complainant

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

- explain the complaint in full as early as possible
- 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
- refrain from publicising the details of their complaint on social media and respect confidentiality.

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 head teacher or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems.
- The head teacher 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.

Complaints Co-ordinator

(this could be the head teacher / designated complaints trustee or other staff member providing administrative support)

The complaints co-ordinator should:

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, head teacher, Chair of Trustees or the Clerk and to ensure the smooth running of the complaints procedure
- be aware of issues regarding:
 - sharing third party information
 - additional support. This may be needed by complainants when making a complaint including interpretation support
- keep records.

Clerk to the Trustee Body

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 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.
 - 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 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 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.

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.

Number of Complaints

The school is required to make available to parents the number of complaints received by the school in the previous school year, which proceeded to Stage 2 or Stage 3. During the academic year 2024-2025, the school received 0 complaint in this respect.