

S. Anselm's School



Policy Title: EYFS Complaints Procedure Policy

Policy Category: EYFS

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Little Puddings and S. Anselm's believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

Aims

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

We recognise that babies and very young children are unable to verbally express concerns. Therefore, we place strong emphasis on working in close partnership with parents/carers to identify and respond to any concerns regarding a child's care, wellbeing or development.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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Procedures

We operate the following complaints procedure. All settings are required to keep a 'summary log' of all complaints that reach stage two or beyond. This is to be made available to parents as well as to school inspectors.

Concerns relating to babies and personal care

For babies and very young children, many concerns may relate to intimate care routines, including feeding, sleeping, nappy changing and emotional wellbeing.

We ensure that:

- All care routines are recorded and shared daily with parents/carers
- Any concerns regarding a child's care are taken seriously and responded to promptly
- Staff follow agreed care plans and parental preferences wherever possible
- Clear communication systems are in place between staff and parents/carers

This ensures transparency and builds trust with families of our youngest children.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her concerns with the Nursery Manager/ Head of EYFS.
- Most complaints should be resolved amicably and informally at this stage.

For babies and non-verbal children, staff will ensure that any concerns raised are supported by relevant care records, observations and daily communication logs.

Stage 2

If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the Nursery Manager/ Head of EYFS/ Headteacher.

- The school stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the school may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the teacher and head teacher meets with the parent to discuss the outcome.
- Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.
 - We will investigate all complaints relating to the requirements of the EYFS and notify the complainant of the outcome within 28 days.
 - We will also provide Ofsted, on request, with a written record of all complaints made during any specified period and the action taken as a result.

Where a complaint relates to a baby or very young child, the setting will refer to daily care records (including feeding, sleeping and nappy records), observations and communication logs to support a full and accurate investigation.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the head teacher and school governors.
- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the stage three meeting the parent and school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with the setting personnel (setting leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the school staff is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

Safeguarding Concerns

If a complaint raises concerns about a child's safety or welfare, it will be treated as a safeguarding matter.

In such cases:

- The setting's Safeguarding Policy will be followed immediately
- Relevant agencies may be contacted without delay
- The welfare of the child will always take priority over confidentiality

This is particularly important for babies and very young children who are more vulnerable and unable to communicate concerns themselves.

- **The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Local Safeguarding Children Board**
- Parents may approach Ofsted/ISI directly at any stage of this complaints procedure
- The number to call Ofsted with regard to a complaint is:

0300 123 4666 or e mail: enquiries@ofsted.gov.uk. Postal address: Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD.

ISI (Independent Schools Inspectorate) can be contacted at concerns@isi.net or on 020 7600 0100. Derbyshire Safeguarding Children Board can also be contacted on 01629 535716 or Derbyshire.scb@derbyshire.gcsx.gov.uk

- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board in our local authority.
- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our school/ pre-school and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Summary Complaints Record which is available for parents and inspectors on request.

Accessibility

This complaints procedure is made available to all parents/carers, including those with babies, in a format that is clear and accessible.

Support will be provided where needed to ensure all families can raise concerns confidently, including those with English as an additional language.

Intent

To ensure all parents/carers, including those with babies from 3 months, feel confident to raise concerns and trust that these will be handled promptly, fairly and transparently.

Implementation

Clear staged complaints procedure

Strong daily communication with parents of babies

Use of care records and observations to support investigations

Staff trained in safeguarding and responsive communication

Impact

Parents feel listened to and respected

Concerns are resolved quickly and effectively

Strong partnerships with families are maintained

Babies and young children are safeguarded and well cared for