

COMPLAINTS POLICY

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Complaints Policy

Procedure on the Handling of Concerns and Complaints

This policy applies to all concerns and complaints including those concerning the support provided to students with medical conditions. Specific policies are however in place for the following:

- **Child Protection** issues
- **Exclusions** where separate procedures apply.
- **Staff Grievance and Discipline**

This policy complies with Schedule 1, Part 7 of the Education (Independent School Standards) (England) Regulations 2010. It also takes recognition of non-statutory advice issued by the Department for Education to maintained schools and local authorities (School Complaints Toolkit 2014).

The policy covers all Academies within the Carmel Education Trust.

Timescales

We aim to resolve any complaints in a timely manner. Timescales for each stage of the Complaints Procedure are set out below in the relevant paragraphs. For the purposes of this policy, a "working day" is defined as a weekday during term time, when the school is open. The definition of "working day" excludes weekends and Bank Holidays.

Policy Aim and Statement

Aim:

The aim of this policy is to ensure that a concern or complaint is managed sympathetically, efficiently and at the appropriate level and resolved as soon as possible. Doing so is good practice, it is fair to those concerned and it helps to promote parents' and students' confidence in our ability to safeguard and promote welfare. We will try to resolve every concern or complaint in a positive way with the aim of resolving the issue in a transparent manner.

The Trust expects that most concerns can be resolved informally and guarantees to treat seriously and confidentially all concerns whether raised informally or formally.

Statement:

We need to know as soon as possible if there is any cause for dissatisfaction. We recognise that a difficulty that is not resolved quickly and fairly can soon become a cause of resentment, which could be damaging to relationships and also to our culture. We intend that parents and students should never feel, or be made to feel, that a complaint will be taken amiss or will adversely affect a student or his/her opportunities at the school. The policy, however, distinguishes between a concern or difficulty which can be resolved informally and a formal complaint which will require further investigation.

This policy will:

- encourage resolution of problems by **informal** means wherever possible;
- be easily **accessible** and **publicised**;
- be **simple** to understand and use;
- be **impartial**;
- be **non-adversarial**;
- allow **swift** handling within clearly defined **time-limits**;
- ensure a full and **fair** investigation by an independent person where necessary;
- respect people's desire for **confidentiality**;
- address all the points at issue and provide an **effective** response and **appropriate** redress, where necessary;
- provide **information** to the school's Senior Leadership Team and Directors / Governors so that services can be improved.

Resolving complaints

At each stage of the complaints process the Trust will keep in mind ways in which a complaint can be resolved including by acknowledging that the complaint is valid in whole or in part. In addition, it may be appropriate to offer one or more of the following:

- an apology;
- an explanation;
- an admission that the situation could have been handled differently or better;
- an assurance that the event complained of will not recur;
- an explanation of the steps that have been taken to ensure that it will not happen again;
- an undertaking to review school policies in light of the complaint.

Stages of Complaint

The complaints procedure has three stages as follows:

- Stage 1 (informal): complaint heard by staff member;
- Stage 2 (formal): complaint heard by the Headteacher/Head of School, or the Chair of the Local Governing Body for complaints against the Headteacher / Head of School, or the Chair of the Board of Directors for complaints against the Chief Executive Officer;
- Stage 3 (formal): complaint heard by the Trust's Complaints Appeal Panel.

A summary of the complaints process is attached at **Appendix A**.

Recording Complaints

A complaint may be made in person, by telephone, in writing or by e mail. A record of all complaints together with the outcome will be maintained in each School by the Complaints Co-ordinator (the Headteacher/Head of School). When a complaint is made it is important that as much information is collected as possible and that the complainant is offered the opportunity to identify what actions might resolve their complaint. A form for doing this is attached at **Appendix B**.

Stage 1: Informal Complaints

1. Concerns: Most concerns, where an individual or a parent/carer seeks intervention, reconsideration or some other action to be taken, can be resolved informally. Examples might include dissatisfaction about some aspect of teaching, student disciplinary matters or issues outside the classroom/school.

Concerns should initially be raised with the Class Teacher, Pastoral Learning Manager, Curriculum Leader or the Headteacher/Head of School of the academy concerned as appropriate. The school will respect the views of a complainant who indicates that he/she would have difficulty discussing a complaint with a particular member of staff. In these cases the complaint may be referred to another staff member. Similarly, if the member of staff directly involved feels too compromised to deal with a complaint, the complaint may be referred to another staff member. The school will ensure that informal complaints are resolved within 10 working days of being raised.

2. Unresolved concerns: A concern which has not been resolved by informal means within ten working days from the receipt of the complaint can be notified as a formal complaint in accordance with Stage 2 below.

3. Record of concerns: In the case of concerns raised under Stage 1 of this procedure, the only record of the concern and its resolution will be file notes by the person dealing with the complaint and/or file correspondence between the person raising the concern and the respondent.

Stage 2: Formal Complaints

1. Notification: An unresolved concern under Stage 1, or a complaint which needs investigation, or a more serious dissatisfaction with some aspect of the school's policies, procedures, management or administration should be set out in writing with full details and sent with all relevant documents and full contact details for the attention of the Headteacher/Head of School of the academy concerned or the Chair of Local Governing Body, as appropriate (complaints regarding the Headteacher/Head of School should go to the Chair of Local Governing Body). Complaints concerning the Chief Executive Officer should be referred to the Chair of the Board of Directors. Should a formal-complaint be received by another member of staff, this should be immediately passed to the Headteacher/Head of School.

2. Acknowledgement: The complaint will be acknowledged in writing normally within 3 working days of receipt during term time and as soon as practicable during the holidays. The acknowledgement will indicate the action that is being taken and the likely timescale for resolution.

3. Investigation and resolution: The Headteacher/Head of School may deal with the matter personally or delegate a senior member of staff to act as "Investigating Officer." The "Investigating Officer" may request additional information from the complainant and will fully investigate the issue. In most cases the Headteacher/Head of School or investigating officer will meet or speak with the parent/carer to discuss the matter. Further guidance for Investigating Officers is attached at **Appendix C**.

4. Review: Once the investigation is completed, the details of the case and proposed outcome will be passed to the Chief Executive Officer, except in the case where the complaint is against the Chief Executive Officer. The Chief Executive Officer may request additional investigations or actions as necessary.

5. Outcome: The aim is to inform any complainant of the outcome of an investigation and the resolution to the complaint within 15 working days from the receipt of the complaint. Please note that any complaint received during an academy holiday or within 15 working days of the end of term or half term may take longer to resolve.

6. Record of complaints: Written records will be kept of any meetings and interviews held in relation to the complaint.

7. Unresolved Complaints: Where the complainant is not satisfied with the school's response to their complaint they may have their complaint considered by the Complaints Appeal Panel.

Stage 3 – Complaint Heard by the Complaints Appeal Panel

1. Request: A request for a complaint to be heard by a Complaints Panel (an appeal) must be made in writing and within 10 working days of the date of the school's decision made at Stage 2.

2. Acknowledgement: Where an appeal is received, the school will within 3 working days refer the matter to the Clerk to the Board of Directors who will act as Clerk to the Complaints Panel. The Clerk will acknowledge, in writing, receipt of the appeal within 3 working days and inform the complainant of the steps involved in the process.

The Clerk will be the contact point for the complainant.

3. Panel Hearing: The Clerk will aim to convene an Appeal Panel hearing as soon as possible, normally no later than 20 working days after receipt of the Stage 3 request.

4. Panel Membership: The Panel will consist of two members of the Board of Directors who have not previously been involved in the complaint, and one person independent of the management and running of the Academy and the Trust (the process used for selecting the independent person will conform to DfE advice attached at Appendix D). The Panel will select its own Chair.

5. The Remit of the Complaints Appeal Panel:

The Panel can:

- dismiss the complaint in whole or in part
- uphold the complaint in whole or in part
- decide on the appropriate action to be taken to resolve the complaint
- recommend changes to the school's/Trust's systems or procedures to ensure that problems of a similar nature do not recur

The aim of the hearing, which will be held in private, will always be to resolve the complaint and achieve reconciliation between the school/ Trust and the complainant. The Panel Chair will ensure that the proceedings are as informal as possible.

Attendance: The following are entitled to attend a hearing, submit written evidence and address the Panel;

- The complainant(s) and/or one representative
- The Headteacher/Head of School and/or one representative
- Any other person who the Complaints Panel considers to have a reasonable and just interest in the appeal and whose contribution would assist the Panel in their decision making

Evidence: All parties will be given the opportunity to submit written evidence to the Panel in support of their position including:

- Documents
- Chronology and key dates
- Written statements setting out further detail

The evidence will be considered by the Panel along with the initial submission.

All written evidence must be received by the Clerk no later than 10 working days in advance of the Panel Hearing. The Clerk will distribute the evidence to all parties no later than 5 working days in advance of the Panel Hearing.

Roles and Responsibilities

The Role of the Clerk: All Panels considering complaints must be clerked. The Clerk is the contact point for the complainant and be required to:

- Set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible;
- Collate any written material and send it to the parties at least five working days in advance of the hearing;
- Meet and welcome the parties as they arrive at the hearing;
- Record the proceedings
- Notify all parties of the panel's decisions

The Clerk will share copies of the Panel meeting minutes with all parties involved in the Panel hearing, providing a reasonable opportunity for the minutes to be agreed and if necessary, challenged.

The Role of the Chair of the Board of Directors or nominated director:

- Check that the correct procedure has been followed;
- If a hearing is appropriate, notify the Clerk to arrange the Panel;

The Role of the Chair of the Panel: The Chair of the Panel has a key role, ensuring that:

- The remit of the Panel is explained to the parties and each party has the opportunity of putting their case without undue interruption;
- The issues are addressed;
- Key findings of fact are made;
- Parents or others who may not be used to speaking at such a hearing are put at ease;
- The hearing is conducted in an informal manner with each party treating the other with respect and courtesy;
- The Panel is open minded and acting independently;

- No member of the Panel has a vested interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure;
- Each side is given the opportunity to state their case and ask questions;
- Written material is seen by all parties. If a new issue arises it would be useful to give all parties the opportunity to consider and comment on it.

A checklist for a Panel Hearing is attached at **Appendix E**.

Decision: The Panel will reach a decision, and make any recommendations within 10 working days of the hearing. The decision reached is final.

Notification of the Panel's Decision: The Panel's decision will be sent in writing by the Clerk, to the complainant (copied to the Headteacher/Head of School and the Chief Executive Officer) and where relevant, to the person complained about. The letter will state the reasons for the decision reached and any recommendations made by the Panel.

Record Keeping

The school/Trust will keep a record of all appeals, decisions and recommendations of the Complaints Panel.

Vexatious Complaints

There will be occasions when, despite all stages of the procedures having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the Chair of the Local Governing Body/Board of Directors is able to inform them in writing that the procedure has been exhausted and that the matter is now closed. If the complainant writes again on the same issue, then the correspondence may be recognised as vexatious and there will be no obligation on the part of the school/Trust to respond. It is important to note, however, that should a complainant raise an entirely new separate complaint that it must be responded to in accordance with this complaints procedure. Please see **Appendix F** and **Appendix G** for further details of how vexatious complaints will be dealt with and examples of behaviour which will not be tolerated.

Follow Up Procedure

Approximately three months after the complaint has been resolved the Headteacher/Head of School will send a follow up survey form asking the complainant to comment on the Complaints Policy and the way their complaint was dealt with. An example is attached at **Appendix H**.

Suggestions on any improvements to this Policy will be brought to the attention of the relevant committee.

Reporting

Local Governing Bodies and the Student Enrichment Committee will receive a termly anonymised summary of all compliments, complaints and suggestions via the Head of School Report.

Other Recourse for Complaint

Complaints to the Education Funding Agency

You can [complain](#) to the Education Funding Agency (EFA) if:

- there's a problem with the school's complaints procedure
- the Trust is not following the terms of its Funding Agreement

The EFA cannot deal with all types of complaint and you may need to contact a different agency as follows:.

Complaint	Who to contact
Data protection	Information Commissioner's Office
Discrimination	Equality Advisory and Support Service
Employment	an employment tribunal
Exam malpractice or maladministration	Ofqual and the awarding body

Ofsted

You can [complain to Ofsted](#) about any state school if there is a problem that affects the whole school. This includes problems with the quality of education or poor management.

You should get a response within 30 working days. The response will tell you if Ofsted will investigate or not, and why.

Ofsted

[Online form](#)

enquiries@ofsted.gov.uk

Telephone: 0300 1234 234

Monday to Friday, 8am to 8pm

[Find out about call charges](#)

[Download 'Complaints to Ofsted about schools' \(PDF, 46KB\)](#)

Summary of dealing with complaints

Stage 1 – Complaint heard by staff member

- Ensure complaints co-ordinator informed of outcome

If not resolved, then escalate to Stage 2 – Complaint heard by **Headteacher / Head of School or Chair of Local Governing Body or Chair of the Board of Directors** for complaints against the Headteacher / Head of School or the Chief Executive Officer

- Acknowledge receipt of complaint
- Write to complainant with outcome of investigation
- Ensure complaints co-ordinator informed of outcome
- Offer escalation to Stage 3 if dissatisfied

If not resolved, then escalate to Stage 3 – **Complaints Panel** meeting arranged

- Issue letter inviting complainant to meeting
- Issue letter confirming panel decision
- Ensure complaints co-ordinator informed of outcome

Advise of escalation routes to the Secretary of State for Education via the Education Funding Agency.

Complaint Form

Please complete and return to Headteacher / Head of School (complaints co-ordinator) 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:
Please give details of your complaint.

What action, if any, have you already taken to try and resolve your complaint. (Who did you speak to and what was the response)?

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:
Date:

Stage 2 Formal Complaints: Supplemental Guidance to Investigating Officers

Investigating Complaints General

1. It is suggested that at each stage, the person investigating the complaint (the Investigating Officer), makes sure that they:
 - establish what has happened so far, and who has been involved;
 - clarify the nature of the complaint and what remains unresolved;
 - meet with the complainant or contact them (if unsure or further information is necessary);
 - clarify what the complainant feels would put things right;
 - interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish;
 - conduct the interview with an open mind and be prepared to persist in the questioning;
 - keep notes of the interview or arrange for an independent note taker to record minutes of the meeting

Stage 2 Specific Guidance

Acknowledgement

2. The complaint will be acknowledged in writing normally within 3 working days of receipt during term time and as soon as practicable during the holidays. The acknowledgement will indicate the action that is being taken and the likely timescale for resolution. The letter will be accompanied with the Complaints Form (attached) which should be returned to the Investigating Officer to aid their enquiries.

Investigation and resolution

3. The Investigating Officer will ask relevant staff to formally record their recollection of the events including timelines and details of correspondence and file/meeting notes that are relevant to earlier stages.
4. In addition, the Investigating Officer will invite the complainant to meet him/her to give the complainant the opportunity to present oral evidence or to clarify the complaint. The complainant may be accompanied by a friend. The Investigating Officer will record the details of the complaint and a copy of the notes will be provided to the complainant and the relevant staff.
5. The Investigating Officer will collect such other evidence as is deemed necessary. This may include the interviewing of witnesses and others who may provide relevant information.
6. The Investigating Officer will provide relevant staff with a copy of the complaint and the complaints form together with any additional evidence presented by the complainant or collected by the Investigating Officer. Once there has been an opportunity for relevant staff to consider the evidence, they will be invited to meet separately with the Investigating Officer, in order to present written and oral evidence in response. Staff may be accompanied at this meeting by a work colleague or representative

The investigation will be undertaken as soon as possible and will be completed within 15 working days of receipt of the formal complaint. Please note that any complaint received during an academy holiday or within 15 working days of the end of term or half term may take longer to resolve. The Complainant must be informed of this in the letter of acknowledgement.

The Investigating Officer will inform the complainant and relevant staff in writing of the outcome of the investigation which may be to:

- dismiss the complaint in whole or in part
- uphold the complaint in whole or in part
- decide on the appropriate action to be taken to resolve the complaint
- recommend changes to the Trust's / School's systems or procedures to ensure that problems of a similar nature do not recur

Independent Member of the Panel

Department of Education Registration of Independent Schools Information Pack 2011

‘Whilst we do not wish to be prescriptive about who schools should appoint as an independent person our general view is that people who have held a position of responsibility and who are used to analysing evidence and putting forward balanced arguments would be suitable. Examples of persons likely to be suitable are serving or retired business people, civil servants, heads or senior members of staff at other schools, people with a legal background and retired members of the Police Force might be considered by schools’.

Checklist for a Panel Hearing

- The hearing is as informal as possible
- Witnesses are only required to attend for the part of the hearing in which they give their evidence
- After introductions, the Chair will invite the complainant to explain their complaint, and be followed by their witnesses
- The Chair will invite the CEO/Headteacher/Head of School to question both the complainant and the witnesses after each has spoken
- The CEO/Headteacher/Head of School is then invited to explain the academy's actions and be followed by the academy's witnesses
- The complainant may question both the CEO/Headteacher/Head of School and the witnesses after each has spoken
- The panel may ask questions at any point
- The complainant is then invited to sum up their complaint
- The CEO/Headteacher/Head of School is then invited to sum up the academy's actions and response to the complaint
- Both parties leave together while the panel decides on the issues
- The chair explains that both parties will hear the panel within 10 working days

Policy on unacceptable behaviour

The Trust recognises that it is the last resort for complainants. They also have a duty to ensure the safety and welfare of pupils, parents and staff.

The Trust is committed to dealing with all complaints fairly and impartially and to providing a high quality service to those who make them. As part of this service it would not normally limit the contact complainants have. However, the Trust does not expect its staff to tolerate behaviour by complainants which is unacceptable, for example, which is abusive, offensive or threatening, and it will take action to protect staff from that behaviour. This applies to unacceptable behaviour on any part of the Trust's premises, including the yard.

If the Headteacher/Head of School considers that a complainant's behaviour is unacceptable the complainant will be told why their behaviour is deemed to be unreasonable and will be asked to change it. If the unacceptable behaviour continues the Headteacher/Head of School will take action to restrict the complainant's contact with the school.

Unacceptable actions and behaviours

These are some of the actions and behaviours of unreasonable and unreasonably persistent complainants. It is by no means an exhaustive list and local factors may vary, but these are examples that frequently come to our attention.

- Foul and abusive language towards staff, other parents and pupils.
- Behaviour that staff consider to be harassing and intimidating, including in person, over the telephone, or any other type of communication.
- Undermining academy policies by actively encouraging pupils to ignore staff requests.
- Making unnecessarily excessive demands on the time and resources of staff, by for example excessive telephoning or sending emails to numerous staff, writing lengthy complex letters every few days and expecting immediate responses.
- Combinations of some or all of these.

The decision to restrict access to a school will be taken by the Headteacher/Head of School. Any restrictions imposed will be appropriate and proportionate. The options most likely to be considered are:

- requesting contact in a particular form (for example, letters only);
- requiring contact to take place with a named member of staff;
- restricting telephone calls to specified days and times; and/or
- asking the complainant to enter into an agreement about their conduct.

In all cases we will write to tell the complainant why we believe his or her behaviour is unacceptable, what action we are taking and the duration of that action.

Where a complainant continues to behave in a way which is unacceptable, we may decide to terminate contact with that complainant and discontinue any investigation into their complaint.

However the Trust will seek to limit any detriment to any pupils who attend the academy, as far as is reasonable within these circumstances e.g. access to parents evenings, newsletters, and any other correspondence.

Where the behaviour is so extreme that it threatens the immediate safety and welfare of the school's staff, we will consider other options, for example reporting the matter to the police or taking legal action. In such cases, we may not give the complainant prior warning of that action.

Policy on unreasonably persistent and vexatious complainants

The Trust recognises that it is the last resort for complainants. It is also accountable for the proper use of public money and must ensure that that money is spent wisely and achieves value for complainants and the wider public.

The Trust is committed to dealing with all complaints fairly and impartially and to providing a high quality service to those who make them. As part of this service it does not normally limit the contact complainants have with the school.

However there are a small number of complainants who, because of their frequent contact with the school, hinder consideration of their or other people's, complaints. Such complainants are referred to as 'unreasonably persistent or vexatious complainants' and, exceptionally, the Headteacher / Head of School will take action to limit their contact with the school.

Actions and behaviours of unreasonable and vexatious complainants

These are some of the actions and behaviours of unreasonable and vexatious complainants. It is by no means an exhaustive list and factors may vary, but they are examples that may come to our attention.

- Refusing to specify the grounds of a complaint, despite offers of assistance with this from the academy's staff.
- Having insufficient or no grounds for their complaint only to annoy (or for reasons that he or she does not admit or make obvious).
- Refusing to co-operate with the complaints investigation process while still wishing their complaint to be resolved.
- Refusing to accept that issues are not within the remit of a complaints procedure despite having been provided with information about the procedure's scope.
- Insisting on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice.
- Making what appear to be groundless complaints about the staff dealing with the complaints, and seeking to have them replaced.
- Changing the basis of the complaint as the investigation proceeds and/or denying statements he or she made at an earlier stage.
- Introducing new information which the complainant expects to be taken into account and commented on, or raising large numbers of detailed questions which are particularly time consuming and costly to respond to and insisting they are all fully answered.
- Electronically recording meetings and conversations without the prior knowledge and consent of the other persons involved.

- Adopting a 'scattergun' approach: pursuing a complaint or complaints with the school and, at the same time, with a Member of Parliament/a councillor/ /the Local Authority/local police/solicitors/the Ombudsman/OFSTED.
- Making unnecessarily excessive demands on the time and resources of staff whilst a complaint is being looked into, by for example excessive telephoning or sending emails to numerous academy/Trust staff, writing lengthy complex letters every few days and expecting immediate responses.
- Submitting repeat complaints, after complaints processes have been completed, essentially about the same issues, with additions/variations which the complainant insists make these 'new' complaints which should be put through the full complaints procedure.
- Refusing to accept the decision – repeatedly arguing the point and complaining about the decision.
- Combinations of some or all of these.

The decision to restrict access to the school will be taken by the Headteacher/Head of School and will normally follow a prior warning to the complainant. Any restrictions imposed will be appropriate and proportionate. The options we are most likely to consider are:

- requesting contact in a particular form (for example, letters only);
- requiring contact to take place with a named member of staff;
- restricting telephone calls to specified days and times; and/or
- asking the complainant to enter into an agreement about their future contacts with us.

In all cases where we decide to treat someone as an unreasonably persistent complainant, we will write to tell the complainant why we believe his or her behaviour falls into that category, what action we are taking and the duration of that action. We will also tell them how they can challenge the decision if they disagree with it. If we decide to carry on treating someone as an unreasonably persistent complainant and we are still investigating their complaint six months later, we will carry out a review and decide if restrictions will continue.

Where a complainant whose case is closed persists in communicating with us about it, we may decide to terminate contact with that complainant. In such cases, we will read all correspondence from that complainant, but unless there is fresh evidence which affects our decision on the complaint we will simply acknowledge it or place it on the file with no acknowledgement.

New complaints from people who have come under the unreasonably persistent complainant's policy will be treated on their merits.

Follow Up Letter

Dear

Complaints Policy

You have recently used the Trust’s formal complaints process. In order to ensure that this is as effective and efficient as possible we would ask you to provide feedback on your experience.

Please put a tick in the box underneath the statement which is closest to your view of the following statements. If you do not feel the statement is relevant to yourself, please write ‘n/a’ next to the question.

Written Complaints

My complaint was acknowledged within one working day.				
Strongly Agree (1)	Agree (2)	Unsure (3)	Disagree (4)	Strongly Disagree (5)

A response was provided within five College working days, or an indication was given when the final response would be given.				
Strongly Agree (1)	Agree (2)	Unsure (3)	Disagree (4)	Strongly Disagree (5)

Verbal Complaints

My complaint received sensitive and respectful treatment.				
Strongly Agree (1)	Agree (2)	Unsure (3)	Disagree (4)	Strongly Disagree (5)

I am satisfied with the outcome of my complaint.				
Strongly Agree (1)	Agree (2)	Unsure (3)	Disagree (4)	Strongly Disagree (5)

The Complaints Policy was adhered to.				
Strongly Agree (1)	Agree (2)	Unsure (3)	Disagree (4)	Strongly Disagree (5)

If you would care to make any other comments/suggestions regarding our policy they will gratefully received.

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Thank you for taking the time to complete this survey.

Yours sincerely

Complaints Co-ordinator