MEADOW GREEN PRIMARY SCHOOL
Feedback, Concerns and Complaints Policy

Policy Owner: Headteacher
Approved By: Governing Body
Review Date: November 2027

1. Policy Statement

At Meadow Green Primary School, we are committed to fostering positive relationships with pupils, parents, carers, staff, governors, and the wider community. We value feedback and recognise that concerns, when raised respectfully, provide opportunities to strengthen our practice and improve outcomes for children.

Before using this procedure, we encourage parents to read the 'Parent guide to school complaints' published by Parentkind, the Department for Education, Ofsted and the Improving Education Together board, which provides helpful guidance on how to provide feedback, resolve concerns and raise complaints. A copy of this guide is available at https://www.parentkind.org.uk/assets/parents-resources/Parent-Guide-to-SchoolComplaints.pdf.

2. Aims of the Policy

Promote openness, provide a clear process for concerns and complaints, encourage early resolution, and ensure complaints are investigated fairly.

3. Guiding Principles

We will listen carefully, investigate fairly, communicate clearly, and seek reasonable resolutions.

4. Scope

This policy applies to concerns and complaints regarding education, care, communication, school procedures, and decisions. Matters covered by statutory appeal processes are outside the scope of the policy, such as:

- admissions appeals;
- exclusion reviews;
- SEND Tribunal matters;
- staff grievances and disciplinary matters;
- whistleblowing.

5. Raising matters effectively

When raising concerns or complaints, it is especially important that you explain clearly:

- What your concern/complaint is
- What has already been done to try and resolve it
- Names of any witnesses, dates, and times of what happened and copies of any relevant documents; and
- What you would like School to do to put things right.

We encourage you to:

- Focus on the relevant facts - what happened, when and who was involved;
- Remain objective and direct your concern towards processes or decisions rather than target individuals; and
- Suggest clear and realistic outcomes so that we can see what is possible and we can try to resolve the matter constructively.

We ask that you keep your complaint and any supporting documents short and focused on the issues that matter. If what you send us is too long, repeats the same points or includes information that is not relevant, it may take us longer to investigate and respond to your concerns. As a guide, we would not expect a letter or email to be longer than two sides of A4 (about 750 words). If you send us more than we need, we may ask you to tell us which issues and documents are most important and put the timescales in this procedure on hold until you do. **If you choose to use artificial intelligence (AI) tools (such as ChatGPT, Microsoft Copilot, Google Gemini or similar) to help you draft or structure your concern or complaint, they must be used carefully. You are responsible for the accuracy and content of anything you submit to us, regardless of whether AI was used to help prepare it. Please read the guidance set out in Annex 1 of this procedure.**

6. Definitions

- Feedback: comments or suggestions.
- Concern: dissatisfaction usually resolved informally.
- Complaint: dissatisfaction that requires formal investigation.

7. Stage One: Informal Resolution

Parents should raise concerns with the relevant member of staff. The school aims to acknowledge concerns within two school days and resolve them within ten school days. School days exclude weekends, bank holidays and school holiday periods.

8. Stage Two: Formal Complaint

Formal complaints should be submitted in writing to the Headteacher. The school will acknowledge receipt within five school days and normally respond within twenty school days.

9. Stage Three: Complaints Panel

Where dissatisfaction remains, a complaints panel comprised of governors may review the matter. The panel will usually consist of three governors who have had no prior involvement in the matter. The panel decision is the final stage of the school procedure.

10. Time Limits

Complaints should normally be raised within three months, although discretion may be exercised in exceptional circumstances.

11. Managing Unreasonable Behaviour

The school may implement proportionate measures where behaviour becomes unreasonable, excessive, abusive, or repetitive.

12. Social Media

The school will not normally engage with, investigate or respond to complaints raised solely through social media platforms.

13. Confidentiality

Complaints will be managed sensitively and information shared only where necessary.

14. Recording and Monitoring

Records of formal complaints and outcomes will be maintained appropriately.

15. Learning from Feedback

Feedback and complaints will be used to improve practice, communication, and provision.

16. Equality Statement

This policy applies fairly and consistently to all members of the school community.

17. Anonymous Complaints

Anonymous complaints will generally not be investigated. However, the school reserves the right to investigate anonymous complaints where there is sufficient information provided and where the matter raises safeguarding, welfare or other significant concerns.

18. Monitoring and Review

This policy will be reviewed annually.

Headteacher: Matthew Taylor
Meadow Green Primary School

Annex 1 Guidance on using AI tools to raise concerns or complaints

AI tools (such as ChatGPT, Microsoft Copilot, Google Gemini, and similar large language model applications) can help you organise your thoughts, structure your concern or complaint clearly, and express yourself effectively. However, these tools have significant limitations and must be used with care. This Annex provides practical guidance on how to use AI tools effectively when raising a concern or complaint under this procedure, and what to avoid.

How AI tools can help you

AI tools can be useful for:

- Organising your thoughts and structuring your concern or complaint in a clear and logical way;
- Helping you express what happened in plain, clear language if you find writing difficult;
- Summarising a timeline of events based on information you provide;
- Suggesting what outcome you might want to ask for; and
- Checking your draft for clarity, tone and spelling before you submit it.

Important limitations and risks

You should be aware of the following limitations and risks when using AI tools:

- AI tools do not know what happened – they can only work with the information you give them, and they may fill gaps with invented details that sound convincing but are untrue (this is sometimes called 'hallucination');
- AI tools may generate references to laws, regulations, policies or legal rights that do not exist, are out of date, or do not apply to your situation;
- AI tools may produce language that is overly formal, legalistic or aggressive, which may not reflect your genuine concern and may make it harder for us to resolve the matter constructively;
- Any personal data (including names, dates of birth, or other identifying information about your child, other children, staff or other individuals) that you enter into an AI tool may be stored, processed or used by the AI provider in ways that are outside your control and may breach data protection law;
- AI-generated complaints that do not accurately reflect your experience may cause delays in resolving your concern, as we may need to spend time clarifying what actually occurred

AI tools work by predicting the most likely answer based on the information they have been trained on. They do not check whether their output is accurate or relevant to your situation, and the most likely-sounding answer is not always the correct one. AI tools are also designed to make you feel helped and understood, which means they may agree with your point of view, use an overly sympathetic tone, or present your complaint in a one-sided way rather than giving a balanced account of what happened.

What to do and not do

DO	DO NOT
Write down the key facts yourself first (what happened, when, who was involved, and what you would like us to do) before using an AI tool.	Copy and paste AI-generated text without reading and checking it thoroughly.
Use AI to help you structure and clarify what you have already written, rather than to generate the complaint from scratch.	Rely on any legal advice, references to legislation or statements about your rights generated by an AI tool without checking them independently.
Read everything the AI produces carefully and remove or correct anything that is inaccurate, exaggerated or that you did not experience.	Enter the names or personal data of your child, other children or staff members.
Use your own words where possible – your complaint should sound like you	Use AI to generate multiple or repetitive complaints about the same issue.

Example prompts for using AI tools effectively

The following example prompts illustrate how AI tools can be used effectively to help you prepare a concern or complaint. In each case, you should replace the descriptions in square brackets with your own details, taking care not to include any personal data or names.

Example 1 - Organising your thoughts:

"I want to raise a concern with my child's school about [describe the issue in general terms, e.g. 'how a bullying incident was handled']. The key things that happened are: [list the main events in the order they happened, using descriptions such as 'my child', 'the class teacher' etc. instead of names]. Can you help me organise these into a clear, chronological summary that I can use when speaking to the school?"

Why this helps:

Before writing a formal complaint, it can be difficult to know where to start, particularly if a number of things have happened over a period of time. This prompt helps you to present the key events in a logical order, making it easier for us to understand your concern and for you to feel confident that nothing important has been left out.

Example 2 – Structuring a written complaint:

"I need to write a formal complaint to my child's school. The issue is [describe the issue]. I have already tried to resolve this informally by [describe what you did]. The key facts are [list the facts]. The outcome I am looking for is [describe what you want to happen]. Can you help me structure this into a clear letter, using plain language and a respectful tone? Do not add any facts or details that I have not provided."

Why this helps:

A well-structured complaint is more likely to be understood and dealt with effectively. This prompt helps you to set out the issue, the steps you have already taken, the relevant facts, and the outcome you are seeking in a clear and logical way, without the AI tool adding anything you have not told it.

Example 3 – Identifying what outcome to request:

"I am raising a complaint with my child's school about [describe the issue]. I am not sure what outcome to ask for. Based on the facts I have described, can you suggest some realistic outcomes I could request? Please do not suggest legal remedies or refer to specific laws."

Why this helps:

It is not always easy to know what to ask for when raising a complaint. This prompt can help you to think through realistic and proportionate outcomes, whilst ensuring that the AI tool does not stray into providing legal advice, which it is not equipped to give.