



The right support, at the right time

Complaints Procedure Policy

Author	Mrs Emma Rennie-Gibbons
Policy Adopted	April 2025
Policy Published	April 2025
Review Date	April 2028

This policy sets out the procedures and responsibilities for managing a complaint made to Leading Futures Alternative Provision.

Contents

- 1. Introduction - Aims**
- 2. Legislation and Guidance**
- 3. Roles and Responsibilities**
- 4. Defining a Complaint**
- 5. Scope of a Complaint**
- 6. Anonymous Complaints**
- 7. Timescales**
- 8. Resolving Complaints**
- 9. Procedure for handling unreasonably persistent, harassing, vexatious, unreasonable or abusive complaints**
- 10. Complaint Campaigns**
- 11. Stages in the Complaints Process**
- 12. Pre-Stage One: Raising a Concern**
- 13. Stage 1: Informal Resolution of a Complaint**
- 14. Stage 2: Formal Resolution of a Complaint**
- 15. Stage 3: Appeal**
- 16. Monitoring and Review**

Appendix 1- Managing the Complaint Guidance

The Complainant

The Appropriate Responsible Person

The Investigator

The Panel Clerk

The Panel Chair

Panel Member

Appendix 2 - Example Agenda For A Panel Hearing

Appendix 3 - List of what may constitute a vexatious or unreasonably persistent complaint

Appendix 4 – Leading Futures Complaint Form (Informal Concern/ Stage 1 Informal Complaint)

Appendix 5 – Leading Futures Stage 2 Complaint Form

Appendix 6 - Leading Futures Stage 3 Appeal Request Form

1. Introduction - Aims

Leading Futures aims to meet its statutory obligations when responding to complaints from parents/ carers of learners at Leading Futures, and others.

When responding to complaints, our aims are:

- To encourage resolution of problems by informal means and at the earliest opportunity where possible
- To be impartial
- To handle complaints in a timely manner and to keep people informed of the progress of the complaint
- To investigate fully and fairly
- To address all the points raised and give an effective and prompt response
- To respect a complainant's desire for confidentiality if requested; however, an anonymous concern or complaint will not be investigated under this procedure unless there are exceptional circumstances
- To consider how the complaint can feed into evaluation and improvement processes

2. Legislation and Guidance

This document meets the requirements that we must have and make available a written procedure to deal with complaints from parents/ carers of learners at Leading Futures and are intended to comply with all relevant legislation and guidance. In accordance with this intent, the policy will be amended as needed.

3. Roles and Responsibilities

This policy applies to all employees of the Leading Futures.

In this policy, the term Appropriate Responsible Leader refers to: the Directors of Leading Futures. If the complaint is about a Director, the other Director should be made aware and appropriate steps will be taken.

The policy is approved by the Directors. Responsibility for the implementation of this policy lies with the Directors and other Senior Leaders within the provision.

It is the responsibility of the Directors to determine whether exceptional circumstances apply in relation to a complaint about the alternative provision.

For parents/ carers making a complaint, the complaints form will ensure that the complaint is routed to the relevant person at each stage of the complaints process, removing the need for parents/ carers to remember which staff member to address the complaint to. Please see Appendix 4. The completed form should be sent to the Director of Service or Director of SEND.

4. Defining a Complaint

These definitions are taken from Department for Education guidance and explain the difference between a concern and a complaint.

A concern is defined as ‘an expression of worry or doubt over an issue considered to be important for which reassurances are sought.’

A complaint is defined as ‘an expression of dissatisfaction, however made, about actions taken or a lack of action.’

Leading Futures aims to address concerns through regular day-to-day communication wherever possible. It recognises that resolving issues early and effectively helps prevent further dissatisfaction and formal complaints. Therefore, it is in everyone’s best interest to resolve concerns and complaints informally at the earliest opportunity.

5. Scope of a Complaint

There may be times when a complainant is not satisfied with an informal resolution and wishes to move to the formal process, or in rare cases, has valid reasons to proceed directly to the formal stage.

This policy outlines the procedures for handling such complaints. The policy does not cover complaints relating to:

Exceptions	Who To Contact
Admissions to Leading Futures	Concerns about admissions should be handled through by the learners home school or via the local authority
Safeguarding matters/ matters likely to require a Child Protection Investigation	Complaints about child protection matters are handled under the Safeguarding and Child Protection Policy and in accordance with statutory guidance. For urgent concerns, contact the Leading Futures DSLs or home school DSL's; you could also contact the local authority designated officer (LADO)
Statutory assessments of SEND	Complaints regarding the statutory assessment of a child's special educational needs should be directed to the relevant local authority, unless this directly relates to the provision's contribution to the assessment, e.g. the provision did not provide information in the time frame, in which case the complaint can be made via this policy
Suspension/ exclusion of children from school	Further information about raising concerns if your child has been suspended or excluded can be found in the letter notifying you of the event. Leading Futures and home school representatives will be present during the meeting following the event
Whistleblowing	This is covered in the Leading Futures Whistleblowing Policy
Staff Grievances	Where appropriate, complaints about staff conduct will be addressed under Staff Code of Conduct, Discipline and Grievance Policy
Staff Conduct	Where appropriate, complaints about staff conduct will be addressed under Staff Code of Conduct, Discipline and Grievance Policy. Complainants will not be informed of any disciplinary action taken against the staff member as the result of a complaint, but they will be notified that the matter is being addressed.

Complaints about services provided by other providers who may use premises or facilities	Providers should have their own complaints procedure to deal with complaints about their service. However, if this relates to a Safeguarding matter, the Leading Futures DSL should also be informed at the same time as the provider.
Withdrawal From Curriculum	Parents and carers can withdraw their child from any aspect of RE including the daily act of collective worship by contacting the home school. They do not have to explain why. If parents or carers are not satisfied with the handling of their request to withdraw their child from RE including the daily act of collective worship, they can raise a complaint through the home school's complaints policy. The right of withdrawal does not apply to other areas of the curriculum where religious matters may be raised or arise. It is the responsibility of the home school to notify Leading Futures of this withdrawal.
Complaints regarding requests for term time absence	These requests are entirely at the home school's discretion and therefore do not come under the remit of the Leading Futures Complaints Policy.
Complaints relating to issues before a learner joined Leading Futures	While we will listen to concerns around practices and a children's educational journey before they join Leading Futures, we are not able to investigate these matters. We will act in the best interests of the child to resolve the concerns. This does not apply to Whistleblowing or Safeguarding issues which are covered under separate policies.
Data Protection complaints e.g. around data processing, use of CCTV etc.	These are covered under the Data Protection Policy and should be addressed via this route.

6. Anonymous Complaints

We will not normally investigate anonymous complaints. However, Director or Appropriate The responsible leader will determine whether the complaint warrants an investigation.

7. Timescales

- The timescales outlined in this policy refer to term-time working days only, excluding holiday periods, as staff availability is necessary for proper processing and investigation.
- If other bodies such as the police or local authority safeguarding teams or tribunals are investigating aspects of the complaint, this may impact the ability for Leading Futures to adhere to the timescales within this policy, or may result in the procedure being suspended until the external investigation is completed. If this happens the complainant will be informed of the new time scale.
- If the complainant commences legal proceedings against Leading Futures in relation to the complaint, consideration will be given as to whether to suspend the complaints policy until those legal proceedings have concluded.
- Leading Futures expects complaints to be submitted as soon as possible after an incident, and typically no later than one month afterwards. In exceptional cases, we may consider complaints made within three months, provided there is a valid reason for the delay and the matter can still be fairly investigated for all parties involved.
- Complaints need to be considered and resolved as quickly and efficiently as possible. However, if the complaint is complex or requires further investigations (including Leading

Futures seeking its own legal advice), new timeframes may be set. The complainant will be sent details of the new timescales.

- We may adjust timescales as appropriate to account for any reasonable adjustments in relation to a disability of any party.
- We will hold all data around a complaint on file until six years from the date of final resolution of the complaint.

8. Resolving Complaints

When investigating a complaint, we will look at:

- What has happened
- Who was involved
- What the complainant feels would put things right

At each stage in the policy, the aim is always to resolve the complaint. If any part of the complaint is upheld, this will be acknowledged. In this case, one or more of the following may be offered:

- An explanation of why the issue occurred
- An explanation of what has been done to prevent the issue happening again
- An undertaking for process review in light of the complaint
- An apology

If, at any stage, the complainant decides to withdraw their complaint, this should be confirmed in writing by the complainant.

9. Procedure for handling unreasonably persistent, harassing, vexatious, unreasonable or abusive complaints

While Leading Futures will always try to resolve concerns and complaints as quickly as possible, sometimes a complainant pursues a complaint or treats Leading Futures staff in a way that is unacceptable. Whilst we recognise that some complaints may relate to serious or distressing incidents, we will not accept threatening, inappropriate or harassing behaviour towards our staff.

An unreasonable complainant is anyone who engages in unreasonable behaviour when making a complaint such as actions which are:

- Out of proportion to the complaint
- Persistent, even after the complaints procedure has been exhausted
- Personally harassing
- Unjustifiably repetitious
- Obsessive, harassing or prolific

And unreasonable behaviour may include:

- Pursuing unjustified and unmeritorious complaints
- Pursuing justifiable complaints in an unreasonable, threatening or abusive manner
- Making complaints in public or sharing information relating to the complaint, staff, learners, or leading Futures inappropriately on social media

- Refusing to attend appointments to discuss the complaint, though we will consider appropriate reasonable adjustments to accommodate any disability
- Unrealistic expectations around outcomes, leading to unjustifiable pursuit of the complaint

We expect anyone who wishes to raise a complaint to:

- Treat all staff with courtesy and respect
- Respect the needs of learners and staff
- To not use or threaten violence towards people or property
- Recognise that staff work under other time constraints and allow a reasonable time to respond to a complaint; we will send acknowledgments within two working days but responses from individual staff may not be possible within that time frame
- Understand that some problems may not be able to be resolved in a short time frame
- Follow the complaints procedure and not expect deviations from these e.g. unwarranted escalations
- Use appropriate language and avoid aggression or verbal abuse, including name-calling
- Raise concerns/ complaints in an appropriate place and at an appropriate time, e.g. not in front of other parents/ carers and learners, and not in a public space
- Be prepared to work in partnership towards a resolution

In the case of unreasonably persistent complaints or harassment, we may take any or all of the following steps:

- Refer the matter to the Directors
- Inform the complainant informally that their behaviour is now considered to be unreasonable or unacceptable and request they change their approach
- Inform the complainant in writing that we consider their behaviour to be unreasonable or unacceptable and request they change their approach
- Require all future meetings with staff to be conducted with a third-party present to take notes
- Inform the complainant that we will only respond to written communication, except in emergencies
- Inform the complainant that the complaint will not be investigated further until it is pursued in a reasonable way
- Place restrictions on access to the provision and its staff
- Cease all correspondence and communication with the complainant other than that necessary for the health and safety of any child/ adult and to provide parents and carers with the information they are entitled to under The Education (Student Information) (England) Regulations 2005, within the statutory timeframe
- Out of our duty of care to staff and learners, we will take emergency measures should these become necessary in extreme situations

If it is unfortunately necessary to proceed in this way we will still:

- Act reasonably in considering any new complaint
- Follow usual procedures relating to Freedom of information and Data Protection requests

Leading Futures has a zero-tolerance policy towards any form of physical or verbal aggression, or personal harassment directed at staff. If such behaviour occurs, we may take the following actions:

- Prohibit the individual from entering the relevant site with immediate effect. This may include issuing a warning letter or a formal Section 547 notice under the Education Act 1996. The initial prohibition will be for no less than 14 weeks and may be extended if necessary.
- Cease all communication with the individual, except in emergency situations.

If a complainant initially modifies their behaviour but later resumes unacceptable conduct, we reserve the right to apply or reapply these measures. Should the behaviour remain appropriate over time, we may resume investigation of the complaint, provided it still falls within the time limits outlined in this policy.

Where we receive duplicate complaints from another family member, and there are no new aspects which have not previously been investigated, we will inform the new complainant that the complaint has already been considered.

10. Complaint Campaigns

Occasionally, educational establishments have become the focus of a co-ordinated campaign and receive large volumes of complaints. These may be all related to the same subject and may also be from complainants unconnected with the provision.

In this event, Leading Futures reserve the right to send out a template response to all complainants and/ or publish a single response on our website. This decision will be made by the Directors.

11. Stages in the Complaints Process

Complaints are submitted using the Complaints Form via email. The form will guide parents/ carers through the process. If a parent/ carer needs support completing the form, the provision can provide assistance.

12. Pre-Stage 1: Raising a Concern

Most issues can be resolved at this stage, quickly and informally. Taking informal concerns seriously and empathetically is the best way of meeting the needs of our learners, of eliminating matters arising due to misunderstandings in reporting or communication, and of meeting the Leading Futures vision and values.

If you have a concern, wherever possible, please address it directly with the relevant member of staff in the first instance. For example, this could involve queries about homework, a behaviour sanction, or information shared by your child that raises questions or appears inconsistent with your expectations.

The Leading Futures Complaints Procedure Policy is found on the policy page of our website. Within this you can find guidelines on how to raise concerns informally through the pre-stage 1 process. The complaint forms can also be found at the end of this policy.

We aim to respond to and resolve concerns within two working days. While a full resolution may not always be possible within this timeframe, we will ensure you receive regular updates on the progress.

13. Stage 1: Informal Resolution of a Complaint

Sometimes a concern may not be resolved to your satisfaction, and you may feel it is appropriate to make a complaint. Again, many matters which reach this stage can be resolved satisfactorily by an Appropriate Responsible Person who will be the main point of contact for the complainant.

The Appropriate Responsible Person will be determined by Directors. They will acknowledge a request to register a concern within two working days. They will usually be able to resolve the matter quickly, but may also need to consult with other staff to do so. They will take a written record of the complaint and date.

They will inform other relevant colleagues on the day of receipt, and they will then use reasonable endeavour to resolve the complaint within 10 working days of the complaint being received.

Where this is not possible, they will inform the complainant of the likely timeline for resolution.

If the matter is not resolved satisfactorily, the complainant will be advised to proceed with their complaint in accordance with Stage 2. This should be within 10 working days of receipt of the decision around the complaint.

14. Stage 2: Formal Resolution of a Complaint

At this stage, if the complaint has not been resolved at Stage 1, the complainant should use the Stage 2 Complaints Form to put their complaint in writing to the Appropriate Responsible Leader. A receipt should acknowledge the complaint within two working days.

If the complaint is about a Director, the complaint should be sent to the other Director at Leading Futures via email and it will be processed.

Complainants should include details which might assist the investigation, such as the names of potential witnesses, dates and times of events, copies of relevant documents, and a clear statement of the actions that you would like Leading Futures to take to resolve the issue.

The Stage 2 Complaints Form is available in the appendix below (See Appendix 5) and can be found in the Complaints Procedures Policy on the policy page of our website. If you are unable to complete the form yourself, please contact the provision for support and assistance. You should receive an acknowledgement in writing within two working days.

The Appropriate Responsible Leader will usually delegate responsibility for undertaking an investigation of the complaint unless they determine it appropriate to undertake the investigation personally.

If the complaint is about a Director, another Director will investigate. If this is deemed not suitable, then Leading Futures will source a suitable and impartial professional to investigate.

The Directors will decide what course of action to take after they have considered the complaint. If appropriate, they may speak with the complainant with the goal of reaching a resolution. This will ideally take place within 10 working days of receipt of the complaint; if it is not possible to meet this timescale, the complainant will be updated on the progress of the complaint.

It may be necessary to carry out further investigations. A written record of all meetings, interviews and telephone conversations to the complainant will be kept and documented in a single case file. This sits under the responsibility of the Appropriate Responsible Leader. All records are subject to the Freedom of Information and Data Protection Acts and will be factual and objective.

Once the Appropriate Responsible Leader has gathered and reviewed all relevant information, they will determine whether to uphold, partially uphold, or dismiss the complaint. The complainant will be informed of the decision and its rationale in writing within 10 working days of the initial discussion or meeting. In cases where delays in fact-finding are anticipated, this timeline may be adjusted with prior notification. The Responsible Leader may also choose to meet with the complainant to provide a detailed explanation of their decision.

If the complainant is dissatisfied with the response to their formal complaint, they will have the opportunity to have it considered at a Stage 3 Appeal. This will be communicated to them in the outcome letter and a request to proceed to Stage 3 should be received within 10 working days of receipt of the outcome letter and should be in writing.

15. Stage 3: Appeal

If a complainant is dissatisfied with the decision in respect of a formal complaint, they can request that the complaint be considered further in a Stage 3 Appeal. The request must be made in writing on a Stage 3 Appeal Request Form (See Appendix 6) and sent to the Directors of Leading Futures via email.

The request must be made within 10 working days of the Stage 2 decision. The complainant should provide details of the complaint made and why they believe it has not been resolved in the Stage 2 procedure. They should outline how they wish their complaint to be resolved.

The Stage 3 Appeal focuses solely on the complaint submitted during the Stage 2 process. It will not address unrelated matters unless they are directly connected to the original complaint and include new information that was unavailable during Stage 2. Such new information must be significant enough that it could have influenced the outcome of the Stage 2 decision.

The Appeal date will ideally be set no more than 20 working days from the receipt of the request; However, an acknowledgment of receipt will be sent within two working days. Timing is dependent on the availability of Stage 3 Appeals Panel members. If it is not possible to arrange a mutually convenient date for a hearing within a reasonable time scale, the Directors may determine that the hearing should proceed on the basis of written submissions from both parties.

Any written material will be circulated to all parties at least five working days before the meeting.

The hearing will not accept as evidence recording of conversations obtained without the informed consent of all parties.

For complaints related to the provision, the Appeals Panel should consist of three individuals who have not previously been involved in the complaint. A Director may be used and one panel member must be independent of the management and running of Leading Futures.

Complainants will be informed in writing that they can attend the Panel hearing and be accompanied if they wish. The hearing will be held in private and electronic recordings are not permitted unless this

is a specified reasonable adjustment for either party. Please note that while written statements may be taken from learners as witnesses, a learner cannot be asked to appear as a witness in the hearing.

The hearing will consider the complaint and examine all the evidence presented. The Panel will then:

- Uphold the complaint in whole or part
- Dismiss the complaint in whole or part

Complainants will be informed in writing of the decision and the reasons for it and any recommendations within 10 working days from the date of the Appeal. The findings, if appropriate, will be sent to:

- The complainant
- The Local Authority
- The Home School
- Where appropriate, the subject of the complaint

The Directors will ensure any recommendations are distributed to relevant parties.

16. Monitoring and Review

The Directors will monitor the implementation of this policy, including making sure that it is updated to reflect the needs and circumstances of Leading Futures Education Services Ltd.

Appendix 1 - Managing the Complaint Guidance

This section explains how best each person may manage their role in the complaint more effectively.

The Complainant

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

- co-operate in seeking a solution to the complaint;
- express the concern/ complaint in full as early as possible;
- 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.

The Appropriate Responsible Person

The appropriate responsible person should:

- ensure that the complainant is fully updated at each stage of the procedure;
- ensure that all people involved in the complaint procedure will be aware of the legislation around complaints including the Equality Act 2010, Data Protection Act 2018 and Freedom of Information Act 2000;
- liaise with staff members and Directors, to ensure the smooth running of the complaints procedure;
- keep records;
- be aware of issues regarding sharing third party information, as well as additional support - this may be needed by complainants when making a complaint, including interpretation support.

The Investigator

The Investigator's role can include 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;
- consideration of records and other relevant information;
- interviewing staff and children/ young people and other people relevant to the complaint;
- analysing information
- effectively liaising with the complainant and the provision as appropriate to clarify what the complainant feels would put things right;
- identifying solutions and recommending courses of action to resolve problems;
- being mindful of the timescales to respond;
- responding to the complainant in plain and clear language.

The person investigating the complaint should make sure that they:

- 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.

The Panel Clerk

The Clerk is the contact point for the complainant for the panel meeting and is expected 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 in advance of the hearing;
- meet and welcome the parties as they arrive at the hearing;
- record the proceedings in note form;
- circulate the minutes of the panel hearing;
- notify all parties of the panel's decision;
- liaise with the complaints co-ordinator.

The Panel Chair

The Panel Chair has a key role in ensuring that:

- the meeting is minuted;
- the remit of the panel is explained to the complainant and all parties have the opportunity of putting their case without undue interruption;
- the issues are addressed;
- key findings of fact are made;
- parents/ carers and others who may not be used to speaking at such a hearing are put at ease – this is particularly important if the complainant is a child/young person;
- the hearing is conducted in a relaxed but professional manner with everyone treated with respect and courtesy;
- the layout of the room will set the tone – care is needed to ensure the setting is comfortable and not adversarial;
- the panel is open-minded and acts independently;
- no member of the panel has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure;
- all parties are given the opportunity to state their case and seek clarity;
- witnesses are only required to attend for the part of the hearing in which they give their evidence;
- learners may not appear as witnesses, but they may provide statements;
- written material is seen by everyone in attendance – 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 hearing;
- liaison takes place with the Clerk.

Panel Member

Panellists will need to be aware that:

- It is important that the review panel hearing is independent and impartial, and that it is seen to be. A representative may not sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it;

- The aim of the hearing, which will be held in private, will always be to resolve the complaint and achieve reconciliation between Leading Futures and the complainant. However, it must be recognised that the complainant might not be satisfied with the outcome if the hearing does not find in their favour. It may only be possible to establish the facts and make recommendations which will satisfy the complainant that his or her complaint has been taken seriously;
- Many complainants will feel nervous and inhibited in a formal setting. Parents/ carers often feel emotional when discussing an issue that affects their child. The panel Chair will ensure that the proceedings are as welcoming as possible;
- Extra care needs to be taken when the complainant is a child/ young person and present during all or part of the hearing; Careful consideration of the atmosphere and proceedings will ensure that the child/ young person does not feel intimidated. If the child/ young person is the complainant, the panel should ask in advance if any support is needed to help them present their complaint. Where the child/ young person's parent is the complainant, the panel should give the parent the opportunity to say which parts of the hearing, if any, the child/young person needs to attend. The parent should be advised however that agreement might not always be possible if the parent wishes the child/ young person to attend a part of the meeting which the panel considers not to be in the child/young person's best interests;
- The welfare of the child/ young person is paramount.

Appendix 2 - Example Agenda For A Panel Hearing

The Chair of the panel will welcome all parties.

1. All parties will be asked to introduce themselves
2. The complainant will be asked to outline their complaint, inviting any witnesses to also present
3. If witnesses are called, they will be first asked questions by the complainant, then by the Director and finally by the panel
4. The complainant will conclude their presentation of their complaint
5. The Director will be invited to ask questions of the complainant
6. The Panel will ask questions of the complainant
7. The Director will be invited to present their response to the complaint
8. The complainant will be invited to ask questions of the Director
9. The Panel will ask questions of the Director
10. The Director will be asked to sum up their response
11. The complainant will be asked to sum up their complaint
12. All parties will be thanked for their attendance and contribution and the Chair will confirm that a written response will be sent to both parties within ten working days

The Panel reserves the right to modify the above procedure, for example requiring the parent and the Leading Futures representative to present their complaint/ actions separately to the Panel in the absence of the other party.

Appendix 3 - List of what may constitute a vexatious or unreasonably persistent complaint

The following is a non-exhaustive list of what may constitute a vexatious or unreasonably persistent complaint:

- Placing excessive demands on staff time and resources during the complaint process, such as frequent phone calls, sending multiple emails to different staff members, or writing lengthy, complex letters every few days and expecting immediate responses.
- Expecting immediate replies or resolutions to communications, despite staff having teaching responsibilities and a standard response time.
- Being verbally abusive or disrespectful towards staff.
- Refusing to accept the outcome of a complaint, continually disputing the decision, and repeatedly raising the same issue.
- Refusal to specify the grounds of a complaint despite offers of assistance from Leading Futures staff.
- Non-cooperation with the complaints investigation process or insistence that the complaint be addressed in ways incompatible with the Leading Futures complaints procedure.
- Making seemingly groundless complaints about employees handling the complaints or attempting to use the complaints procedure to pursue a personal vendetta against an employee or team.
- Making excessively demanding requests on the time and resources of Leading Futures staff while a complaint is being investigated.
- Altering the basis of the complaint as the investigation progresses and/ or denying statements made earlier in the process.
- Introducing significant new information late in the process that was in the complainant's possession when the complaint was first submitted.
- Presenting trivial or irrelevant new information or raising numerous detailed but insignificant questions, insisting that all be fully answered.
- Submitting multiple complaints in batches over time, resulting in related complaints being at different stages of the complaints procedure.
- Refusal to accept that certain issues fall outside the remit of the complaints procedure or demanding outcomes that the procedure cannot provide, such as overturning court decisions, dismissing staff, or criminal prosecution.
- Electronically recording meetings, phone calls, and conversations without prior knowledge and consent from the other parties involved.
- Seeking to coerce, intimidate, or threaten staff or others involved, whether through language, tone of voice, or body language.
- Submitting repeated complaints about the same issues that have already been addressed under the provision's complaints procedure.
- Persisting in contacting the provision and demanding responses or actions long after the investigation has been closed and all rights to review and appeal have been exhausted.
- Making abusive, threatening, or derogatory remarks about the Leading Futures staff, whether in person, over the phone, in writing, or on social media.

Appendix 4 – Leading Futures Informal Concern/ Stage 1 Informal Complaint Form

Your Details

First name of the person making the complaint:

Surname of the person making the complaint:

Email address used to communicate with you regarding the complaint:

Contact number to talk to you about the complaint:

About Your Complaint

I have read and understood the Leading Futures Complaints Procedure Policy:

☐ Yes

☐ No

Please select which stage of the complaints process you are raising your complaint/ concern:

☐ Informal Concern

☐ Stage 1 Informal

☐ Stage 2 Formal

☐ Stage 3 Appeal

We cannot accept complaints related to the following:

Admissions to Leading Futures

Complaint regarding services provided by other providers who many use provision premises or facilities

Data protection or subject access requests and use of CCTV

Requests for term time absence

Safeguarding/ concern or incident

Staff grievances

Statutory assessment of SEN

Suspensions and exclusions

Whistleblowing

Withdrawal from curriculum

If your complaint is not listed above then please continue.

More About You

Do you have a learner at the provision or the complaint concerns a learner?

☐ Yes, a learner at the provision

☐ Yes, a learner who recently left the provision

Do you have parental responsibility for the learner?

☐ Yes

☐ No

About The Learner

Learner first name:

Learner surname:

Learner date of birth:

Your Complaint

Please give details of your concern and which member of staff is able to resolve this for you.

Please note: If this complaint does not cover the same concerns as your informal concern, we reserve the right to move this stage 1 informal complaint to the informal concerns stage of the process.

Do you have any documents to upload to support your complaint?

☐ Yes

☐ No

Declaration

Data Processing Consent

☐ I accept the Leading Futures privacy policy, for processing your personal data to enable us to deliver this complaints service.

Declaration

☐ I confirm that details given within this complaint are factually accurate to the best of my knowledge. I confirm, I have not included any information where I have not had consent of other people to use their information.

Signature:

Date:

Appendix 5 – Leading Futures Stage 2 Formal Complaint Form

Your Details

First name of the person making the complaint:

Surname of the person making the complaint:

Email address used to communicate with you regarding the complaint:

Contact number to talk to you about the complaint:

About Your Complaint

I have read and understood the Leading Futures Complaints Procedure Policy:

☐ Yes

☐ No

Please select which stage of the complaints process you are raising your complaint/ concern:

☐ Informal Concern

☐ Stage 1 Informal

☐ Stage 2 Formal

☐ Stage 3 Appeal

Have you raised this concern previously through our complaints process?

☐ Yes Previous Complaint Reference: _____

☐ No

We cannot accept complaints related to the following:

Admissions to Leading Futures

Complaint regarding services provided by other providers who many use provision premises or facilities

Data protection or subject access requests and use of CCTV

Requests for term time absence

Safeguarding/ concern or incident

Staff grievances

Statutory assessment of SEN

Suspensions and exclusions

Whistleblowing

Withdrawal from curriculum

If your complaint is not listed above then please continue.

More About You

Do you have a learner at the provision or the complaint concerns a learner?

☐ Yes, a learner at the provision

☐ Yes, a learner who recently left the provision

Do you have parental responsibility for the learner?

☐ Yes

☐ No

About The Learner

Learner first name:

Learner surname:

Learner date of birth:

Your Complaint

Please give details of your complaint.

Please note: If this complaint does not cover the same concerns as your stage 1 complaint, we reserve the right to move this stage 2 complaint to the stage 1 of the process.

Do you have any documents to upload to support your complaint?

☐ Yes

☐ No

Declaration

Data Processing Consent

☐ I accept the Leading Futures privacy policy, for processing your personal data to enable us to deliver this complaints service.

Declaration

☐ I confirm that details given within this complaint are factually accurate to the best of my knowledge. I confirm, I have not included any information where I have not had consent of other people to use their information.

Signature:

Date:

Appendix 6 - Stage 3 Appeal Request Form

Your Details

First name of the person making the complaint:

Surname of the person making the complaint:

Email address used to communicate with you regarding the complaint:

Contact number to talk to you about the complaint:

About Your Complaint

I have read and understood the Leading Futures Complaints Procedure Policy:

☐ Yes

☐ No

Please select which stage of the complaints process you are raising your complaint/ concern:

☐ Informal Concern

☐ Stage 1 Informal

☐ Stage 2 Formal

☐ Stage 3 Appeal

Have you raised this concern previously through our complaints process?

☐ Yes Previous Complaint Reference: _____

☐ No

We cannot accept complaints related to the following:

Admissions to Leading Futures

Complaint regarding services provided by other providers who many use provision premises or facilities

Data protection or subject access requests and use of CCTV

Requests for term time absence

Safeguarding/ concern or incident

Staff grievances

Statutory assessment of SEN

Suspensions and exclusions

Whistleblowing

Withdrawal from curriculum

If your complaint is not listed above then please continue.

More About You

Do you have a learner at the provision or the complaint concerns a learner?

☐ Yes, a learner at the provision

☐ Yes, a learner who recently left the provision

Do you have parental responsibility for the learner?

☐ Yes

☐ No

About The Learner

Learner first name:

Learner surname:

Learner date of birth:

Your Complaint

Please give details of your complaint and why you were not happy with the stage 2 outcome.

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

Do you have any documents to upload to support your complaint?

☐ Yes

☐ No

Declaration

Data Processing Consent

☐ I accept the Leading Futures privacy policy, for processing your personal data to enable us to deliver this complaints service.

Declaration

☐ I confirm that details given within this complaint are factually accurate to the best of my knowledge. I confirm, I have not included any information where I have not had consent of other people to use their information.

Signature:

Date: