



Complaints Policy

Table of Contents

1.	Purpose.....	2
2.	Guiding Principles	2
3.	Definitions.....	3
4.	Scope	3
5.	Roles and Responsibilities	3
6.	Timescales.....	3
7.	Stage 1 – Informal Resolution	3
8.	Stage 2 – Formal Complaint	3
9.	Stage 3 – Complaints Review Panel	4
10.	Complaints Against the Principal	4
11.	Complaints Against Governors	4
12.	Confidentiality.....	4
13.	Unreasonable or Vexatious Complaints	4
14.	Record Keeping	4
15.	Governance Oversight	4
	Appendix A – Complaints Flowchart	5
	Appendix B – Formal Complaint Form	5
	Appendix C – Responsibilities Matrix.....	5
	Policy History.....	5

1. Purpose

King's College Doha is committed to maintaining positive and productive partnerships with parents. We recognise that concerns and complaints provide valuable opportunities to improve systems, communication and outcomes for pupils. This policy establishes a clear, transparent and fair framework for resolving complaints.

The school aims to provide the best possible quality of teaching and pastoral care to its pupils. Nevertheless, it is acknowledged that, as in most organisations, things do not always go smoothly, and it may occasionally be the case that parents wish to make a complaint. If parents do have a complaint, they can expect it to be treated by the school following the procedures outlined in this policy. Complainants can also be assured that all concerns and complaints will be treated seriously and confidentially and that their child/children will not be penalised for a complaint that they or their child/children raise in good faith.

2. Guiding Principles

Complaints will be handled respectfully, impartially, confidentially and without prejudice. Concerns will be resolved at the earliest possible stage and outcomes will be used to support continuous school improvement.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect complainants' desire for confidentiality
- Treat complainants with respect and courtesy
- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into school improvement evaluation processes

We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed.

Throughout the process, we will be sensitive to the needs of all parties involved and make any reasonable adjustments needed to accommodate individuals. Legislation and guidance This document meets the requirements of Section 29 of the Education Act 2002, which states that schools must have and make available a procedure to deal with all complaints relating to their school and to any community facilities or services that King's College provides. It is also based on guidance for schools on complaints procedures from the Department for Education (DfE), including the model procedure and model procedure for dealing with serial and unreasonable complaints. [Gov.UK Best Practice for Schools complaints procedures](#)

This document meets the requirements set out in Part 7 of the Schedule to the Education (Independent School Standards) Regulations 2014, which states that we must have and make available a written procedure to deal with complaints from parents of students at King's College. It is also based on guidance published by the Education and Skills Funding Agency (ESFA) on creating a complaints procedure that complies with the above regulations, and refers to good

practice guidance on setting up complaints procedures from the Department for Education (DfE).

This document meets the requirements of Section 35 of the schedule to the Education (Non Maintained Special Schools) (England) Regulations 2011, which states that non-maintained special schools must have and make available a written procedure to deal with complaints relating to their school. It also refers to good practice guidance on setting up complaints procedures from the Department for Education (DfE).

3. Definitions

- A concern is an expression of worry or uncertainty for which clarification is sought.
- A complaint is an expression of dissatisfaction regarding an action taken, decision made, or failure to act by the school.

4. Scope

This policy applies to complaints raised by parents and guardians of current pupils. Separate procedures apply to safeguarding, admissions, exclusions, whistleblowing, SEND statutory assessments, employment matters and examination appeals.

5. Roles and Responsibilities

Parents are expected to engage respectfully and provide accurate information. Staff will investigate concerns promptly. SLT will oversee formal complaints. Governors will provide independent review and oversight.

6. Timescales

All complaints will be handled seriously and sensitively. Formal written complaints will be acknowledged within two working days if received during term time and as soon as practicable during holiday periods. It is in everyone's interest to resolve a complaint as speedily as possible.

- Stage 1 outcome within 10 school days.
- Stage 2 outcome within 15 school days.
- Panel hearings arranged within 15 school days and outcomes issued within 5 school days.

7. Stage 1 – Informal Resolution

Parents should initially contact the most appropriate member of staff. This may include the Class Teacher, Tutor, Head of Year, Head of Department or Phase Leader. A written note will be maintained.

8. Stage 2 – Formal Complaint

Formal complaints should be submitted in writing to the Principal. The complaint should include the issue, chronology, actions already taken and desired outcome. A full investigation will be conducted and findings provided in writing.

9. Stage 3 – Complaints Review Panel

A review panel comprising two governors and one independent member will consider complaints that remain unresolved. The complainant may attend and be accompanied. The outcome of the review panel decision is final.

10. Complaints Against the Principal

Complaints concerning the Principal should be submitted directly to the Chair of Governors who will arrange an independent investigation.

11. Complaints Against Governors

Complaints concerning governors will be managed by the Chair of Governors or an alternative independent governor where appropriate.

12. Confidentiality

All complaints will be treated confidentially. Records will only be shared with those directly involved in the investigation and resolution process.

13. Unreasonable or Vexatious Complaints

The school reserves the right to implement communication protocols where complaints become repetitive, abusive, unreasonable or disruptive.

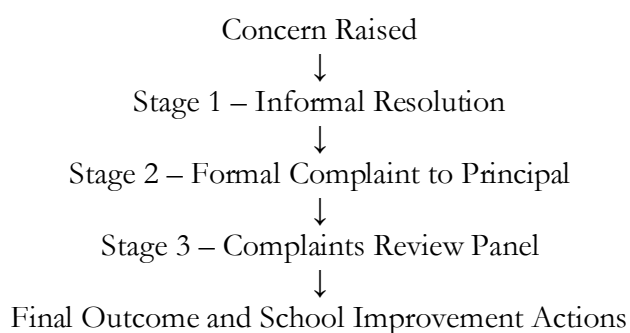
14. Record Keeping

A central complaints register will be maintained by the Principal's Executive Assistant. Records will include correspondence, notes, outcomes and recommendations.

15. Governance Oversight

An anonymised annual complaints report will be presented to Governors detailing trends, themes, lessons learned and improvement actions.

Appendix A – Complaints Flowchart



Appendix B – Formal Complaint Form

- ☐ Parent Name
- ☐ Child Name and Year Group
- ☐ Date of Incident
- ☐ Nature of Complaint
- ☐ Previous Actions Taken
- ☐ Desired Outcome
- ☐ Supporting Evidence
- ☐ Signature and Date

Appendix C – Responsibilities Matrix

Responsibility	Parent	School	Governors
Raise concerns	✓		
Investigate complaints		✓	
Maintain records		✓	
Review unresolved complaints			✓

Policy History

Date of adoption of this policy	September 2022
Date of last review of this policy	August 2026
Date for next review of this policy	August 2028
Policy owner (SLT)	Principal
Policy owner (Board)	Chair of the Board