

Admissions Policy and Procedures September 2021

Next Review Date: August 2023

Document written and agreed by Governors on

Process to be reviewed in 12 months.

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(See attached document)

Purpose

“Supporting schools to identify suitable educational pathways due to applied assessment rather than a consequence to negative behaviour”.

All admissions are planned and are accompanied by sufficient completed assessments to deem the provision is able to meet the needs of the student. The full referral form shown at the end of this policy will be completed for each pupil who requires a place within The Pivot Academy from schools. Local Authority admissions will be considered through a form; consultation following the SEN Code of Practice.

Aims

- Criteria are clear, non - discriminatory and objective
- Criteria for selection can be found within our core offer
- The admission arrangements contribute to raising standards
- Parents have easy access to helpful information

Admissions procedures take into account of learning difficulties and/or disabilities (Equality Act 2010).

Range of Provision

The Pivot Academy is a well-established educational consultancy business that has a proven track record for supporting whole school improvement and providing therapeutic care for children with social, emotional and mental health difficulties and Autism.

The Pivot Academies (Leeds and Kirklees) are five independent registered schools that work with Local Schools and Local Authorities to place children who require alternative provision. The Academies provide bespoke assessment and a high level of support and specialist services for their pupils with the aim of securing long term successful pathways. Day 6 provision is a commissioned Local Authority provision.

Procedure

All documentation from the placing authority/school (Appendix A/B) will be complete and received by Pivot Academy prior to the admission and all relevant information shared and agreed, such as missing pupil protocol, past criminal actions and level of violence.

The needs of all students will be assessed prior to admission and will be looked at against the Pivot Academy Core offer. A more detailed assessment would be

completed over the first three months of their stay. On admission, a clear baseline is taken to ensure staff and the students are aware of their current level of need in the following areas:

- Social and emotional profiling
- Behaviour
- Academic ability
- Mental health
- Physical ability
- Health needs
- Diet
- Risk assessment
- Career aspirations

The student will be offered introductory visits to Pivot Academy and will be involved, along with the placing authority and family if appropriate, within the timescales for placement (Appendix D/F). Pivot Academy, together with the student's parents/careers, will ensure that the student has received all the necessary information about Pivot Academy before admission and is encouraged to ask questions and express their views about the placement.

The Senco will work closely with the student and family prior to the admission to provide a clear induction plan. A second key person will be involved in working alongside the student whilst they are transitioning into Pivot. All families should have access to the complaints procedure (Appendix G).

If it has been agreed with all relevant parties that the student's placement has come to an end, staff will work with the student and other relevant people and agencies, including any foster parents, family members or new placement providers, in order to ensure the transition is in the best interests of the student and that the student and future educators are supported to ensure a positive outcome. The agreed arrangements and actions will be included in a plan (Appendix E/F).

Pivot Academy will continue to assist with any integration and will continue contact with the new carers and student as agreed with all parties. We also encourage more informal, longer term contact such as visits and phone calls.

In the referral process below, there is a section to ensure that Children Looked After (CLA) are supported and that the LA virtual school is included.

The individual needs of the child will be constantly reassessed during their time at Pivot Academy including their placement on roll and their targets to establish an appropriate pathway.

The intention of this policy is to ensure that from the outset, all students will be thoroughly supported to ensure that they are directed to a suitable pathway, educational program or re-entry to mainstream.

Data is collected for all consultations from the Local Authority and the reasons for all decisions made are recorded in each individual response letter.

Pivot have a waiting list available to all students where we can meet need and have no place available.

This Policy should be read in conjunction with:

- Child Protection Policy
- Keeping Children Safe in Education Guidance
- Behaviour Policy
- Anti-bullying Policy
- Attendance Policy
- SEND Policy/Code of Practice

List of relevant legislation:

- Charities Act 2011
- Equality Act 2010
- Education Act 2002
- Human Rights Act 1998
- Education (Independent School Standards) (England) Regulations 2010

Appendix A – Secondary Referral Form

The Pivot Academy Referral Form

AIP/SCHOOL/LAC REFERRAL FORM

Please ensure that all relevant sections are completed with supporting information/documents added. Failure to do so will slow down the process.

AP Placement (Leeds East) (Please tick) <div style="text-align: center; margin-top: 10px;"><input checked="" type="checkbox"/></div>	AP Placement (Cleckheaton) (Please <div style="text-align: center; margin-top: 10px;"><input checked="" type="checkbox"/></div> Tick)	Short Term Assessment Placement (Huddersfield) (Please Tick) <div style="text-align: center; margin-top: 10px;"><input checked="" type="checkbox"/></div>
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Date of referral:	Person Making the referral:	Preferred start date:
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Section 1: What are you expecting from this placement? – (Can you please be specific)

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Section 2: Referring School

<p>Current School: Named School Contact: Position in School: Has this referral been agreed by your finance team? School Address:</p> <p>Tel. No. and extension if applicable: Email: Previous School History: (with dates and reasons for leaving)</p> <p>Please state (with dates) any managed moves/alternative provisions or interventions</p>	<p>YES/NO</p>
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Section 3: Student Details

<p>Full Name: (inc middle names) Date of Birth: Current School year: UPN No: Gender: Ethnicity: Address:</p> <p>Student Tel. No:</p> <p>Have you discussed this referral with the young person and how do they feel about it?</p> <p>How will the student travel to Pivot?</p>	
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Section 4: Parent/ Carer details

<p>1st Priority Contact Name: Relationship to Student Address: (if different from student)</p> <p>Tel.No:</p> <p>Does this person have parental responsibility?</p> <p>Family make-up: outline family members and other key relations that are significant:</p> <p>2nd Priority Contact Name and tel number:</p> <p>EMERGENCY contact details: Name: Address: Telephone number: Relationship to student:</p>	<p>Yes / No (please delete appropriately)</p>
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Section 5: Social Information / Supporting Agencies

	YES/NO in all cases, if 'YES' please provide details
LAC/CLA	YES/NO
Eligible for Free School Meals	YES/NO
Eligible for Pupil Premium (Cleckheaton AP Placement only)	YES/NO
Traveller Child	YES/NO
Teenage parent	YES/NO
YOT involvement	YES/NO
Police involvement	YES/NO
CAMHs involvement	YES/NO
EAL	YES/NO
OTHER?	YES/NO

Section 6: Safeguarding / Child Protection

CiN Y/N	CP Y/N	LAC Y/N	EITS Y/N
Date of last CiN / Core Group / Conference / LAC review / PEP / TAF:			
Date of next CiN / Core Group / Conference / LAC review / PEP / TAF:			
Social Worker details:			
IRO details:			
Summary of concerns:			

Section 7: Student Medical information

Medical History: – (please provide details of any medical conditions, medication, dosage, administration or other services involved)

Also – does the student have any;
Known allergies

Dietary requirements

Accessibility Issues

Other information we should know about

Section 8: Academic Profile – prior attainment & current National Curriculum level/Teacher Assessment. Where possible give dates of assessment.

	KS2	KS3	KS4
English/Literacy			
Maths/Numeracy			
Reading Age			
Spelling Age			
CAT Scores			

Section 9: Behaviour and Attendance

Current Attendance %:	(Please send current attendance certificate)
Authorised Absence %:	
Date of last Attendance at school:	
Fixed Term Exclusion History :	
Permanent Exclusion History:	Yes / No (please provide)
Is a Risk Assessment in place	Yes / No (please provide)

Section 10: Risk Identification – Please tick all risks

	Never	Rarely	Sometimes	Often
Physical risk / injury to self (e.g. wall punching)				
Physical harm to other students				
Physical harm to school staff				
Harms animals				
Verbally aggressive / violent to other students				
Verbally aggressive / violent to staff				
Verbally abusive (including racial, sexual)				
Inappropriate sexual behaviour				
Makes allegations against staff				
Loss of temper resulting in 'red mist'				
Arson – committed or attempted				
Unpredictable behaviour				
Threats made with weapons (e.g. scissors)				
Has been found in possession of an offensive weapon				
Throws items at others (e.g. pens, chairs)				

Damage to property including graffiti and vandalism				
Persistent disruption in lessons				
Use of illicit substance(s)				
Absconding on own				
Absconding with others				
Climber (roof, trees, fences)				
Theft (smaller items e.g. pens)				
Theft (significant items e.g. staff purse)				
Persistent defiance				
Refusal to follow instructions				
Gang Affiliation				
At risk of sexual exploitation				
Physical intervention required occasionally				
Physical intervention required often				
Transport issues				
Other – please state				

Section 11: SEND	
School SENCO : Name (if different to person completing form) School SENCO : Contact No. School SENCO : Email SEND Register EHCP My Support Plan SEMH Primary Need Secondary Need Is there a specific diagnosis? (e.g. ASD, ADHD, OCD, Dyslexia)	Yes / No Yes / No Yes / No Yes / No (If Yes please give details)

Section 12 Checklist: Please identify once you have attached all the essential documents by ticking which you have sent	Please tick or add N/A
Essential Documents required prior to accepting a referral: <ol style="list-style-type: none"> 1. Behaviour Logs 2. From Section 5 - Social Information / Supporting Agencies 3. Any appropriate information from Safeguarding / Child Protection 4. Attendance certificate 5. Attainment grades 6. Current Timetable 7. EHCP – (Where applicable) 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7.

Desirable Documents to support your referral where applicable:	
8. Copies of any GCSE coursework that has been completed along with specification studied. Latest subject leader report along with current and predicted grades. Any books which have been studied for GCSE English.	8.
9. PHP	9.
10. Early Help Plan -	10.
11. LAC/CLA, CiN, CP information (dates of last/ next reviews). If LAC/CLA the last PEP targets	11.
12. IEP	12.
13. Risk assessment	13.
14. My support plan	14.

Please note: Pivot Academy will not proceed without the above information. Please email in advance if you feel that any of the above are not relevant.

Thank you for taking the time to complete this referral.

Please note that any cancellation of placement, after acceptance of the place, will be subject to a 6 week notice period.

Please return this form to: ruth.oates@pivot-group.co.uk

Ruth Oates

Admissions

- Phone: 07949590999
- Address: Unit 12 Killingbeck Drive, Leeds, LS14 6UF
- Website: www.pivot-group.co.uk
- Email: ruth.oates@pivot-group.co.uk

 PIVOT OFFICE USE ONLY:

Was the referral form complete: YES/NO Date all information complete:	Has this referral been accepted: YES/NO
Next Actions: transition and induction plans/ planned meetings /school visits:	Start Date into provision:

Appendix B – Primary Referral Form

Pivot Leeds East Primary

STUDENT REFERRAL FORM

Please ensure that all relevant sections are completed, with supporting information/documents added. Failure to do so will slow down the process.

Date of application:		Preferred start date:
Person making the referral:		

Section 1: What are you expecting from this placement? – (Please be specific and tick how long you anticipate the placement to last approximately)

Tiers of Support: (See end of referral for outline)

Assessment	<input type="checkbox"/>	Short Stay	<input type="checkbox"/>	Nurture	<input type="checkbox"/>	Long Stay	<input type="checkbox"/>
Outreach	<input type="checkbox"/>	Unsure	<input type="checkbox"/>	Other	<input type="checkbox"/>		

See below for the description of each type of offer.

Section 2: Referring School

Current School: Named School Contact: Position in School: School Address: Tel. No. and extension if applicable: Email: Has this place been agreed by finance:	YES/NO NAME:
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Section 3: Student Details

Name: (Including middle names) Date of Birth: Current School Year: UPN No: Gender: Ethnicity: Address: Tel. No: Have you spoken to the student and family about this referral? How will the student travel to Pivot?	YES/NO (Please delete appropriately)
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Section 4: Parent/ Carer details

<p>1st Priority Contact Name: Relationship to Student: Address: (if different from student)</p> <p>Tel.No: (if different from above)</p> <p>Does this person have parental responsibility?</p> <p>2nd Priority Contact Name: Relationship to Student:</p> <p>EMERGENCY contact details of another family member / close friend Name: Address: Tel No: Relationship to the student:</p> <p>Provide an outline of their family make-up which may be significant in their support. ie: Names and relationship of any other significant members of the family.</p>	<p>YES/NO (<i>Please delete appropriately</i>)</p> <p>MUST BE DIFFERENT To 1st and 2nd PRIORITY name</p>
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Section 5: Social Information / Supporting Agencies

in all cases, if 'YES' please provide details	
LAC/CLA	Yes / No
Eligible for Free School Meals	Yes / No
Eligible for Pupil Premium	Yes / No
Traveller Child	Yes / No
Police involvement	Yes / No
CAMHs involvement	Yes / No
EAL	Yes / No
OTHER? <i>Please state</i>	

Section 6: Safeguarding / Child Protection

CiN	Y/N	CP	Y/N	LAC	Y/N	EITS	Y/N
Date of last CiN / Core Group / Conference / LAC review / PEP / TAF:							
Date of next CiN / Core Group / Conference / LAC review / PEP / TAF:							
Social Worker details:							
IRO details:							
Summary of current situation/concerns:							

Section 7: Student Medical information

<p>Medical History: Please provide details of conditions including any medications taken, dosage, administration information or any other services involved etc.</p> <p>Any Known Allergies?</p> <p>Any specific Dietary requirements?</p> <p>Accessibility Issues/ Alternate arrangements required?</p> <p>Any information we should be aware of?</p>	
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Section 8: Academic Profile – Prior attainment & current National Curriculum level/Teacher Assessment. (Where possible give dates of assessment)				
	KS1	KS2	Any Other Academic Interventions	Any Positive lessons/Interests
English/Literacy: Maths/Numeracy: Reading Age: Spelling Age: CAT Scores:				

Section 9: Behaviour and Attendance					
Current Attendance %					
Authorised Absence %					
Date of Last Attendance at School:					
Fixed Term Exclusion History:					
Permanent Exclusion History:					
Any previous schools or AP's please state with dates:					YES/NO (<i>If yes please state where</i>)
Is a Risk Assessment in place? (Please attach)					YES/NO (<i>Please delete appropriately</i>)
Section 10: Risk Identification - Please tick all risks					
	Never	Rarely	Sometimes	Often	
Physical risk / injury to self (e.g. wall punching)					
Physical harm to other students					
Physical harm to school staff					
Harms animals					
Verbally aggressive / violent to other students					
Verbally aggressive / violent to staff					
Verbally abusive (including racial, sexual)					
Inappropriate sexualised behaviour					
Makes allegations against staff					
Loss of temper					
Arson – committed or attempted					
Unpredictable behaviour					
Threats made with weapons (e.g. scissors)					
Has been found in possession of an offensive weapon					
Throws items at others (e.g. pens, chairs)					
Damage to property including graffiti and vandalism					
Persistent disruption in lessons					
Use of illicit substance(s)					
Absconding on own					
Absconding with others					
Climber (roof, trees, fences)					
Theft (smaller items e.g. pens)					
Theft (significant items e.g. staff purse)					
Persistent defiance					
Refusal to follow instructions					
Gang Affiliation					
At risk of sexual exploitation					
Physical intervention required					

occasionally				
Physical intervention required often				
Transport issues				
Other – please state				

Section 11: SEND

School SENCO : Name <i>(If different to the person completing the form)</i>	
School SENCO : Contact No.	
School SENCO : Email	
SEND Register:	YES/NO
EHCP:	YES/NO
SEMH:	YES/NO
ASC:	YES/NO
Primary Need:	
Secondary Need:	
Is there a specific diagnosis? (e.g. ASD, ADHD, OCD, Dyslexia)	YES/NO <i>(If Yes please give details)</i>

Section 12 Checklist: Please identify once you have attached all the essential documents by ticking which you have sent	Please tick or add N/A
15. Behaviour Logs – (essential)	1.
16. Any appropriate information from Section 5 - Social Information / Supporting Agencies (essential)	2.
17. Any appropriate information from Safeguarding / Child Protection (essential)	3.
18. Attendance Certificate – (essential)	4.
19. Attainment grades – (essential)	5.
20. EHCP – (Where applicable)	6.
21. Early Help Plan - (Where applicable)	7.
22. LAC/CLA, CiN, CP information (dates of last/ next reviews). If LAC/CLA the last PEP targets (Where applicable)	8.
23. IEP - (Where applicable)	9.
24. Risk assessment - (Where applicable)	10.

Thank you for taking the time to complete this referral.

Please note that any cancellation of placement, after acceptance of the place, will be subject to a 6 week notice period.

Please return this form to: ruth.oates@pivot-group.co.uk

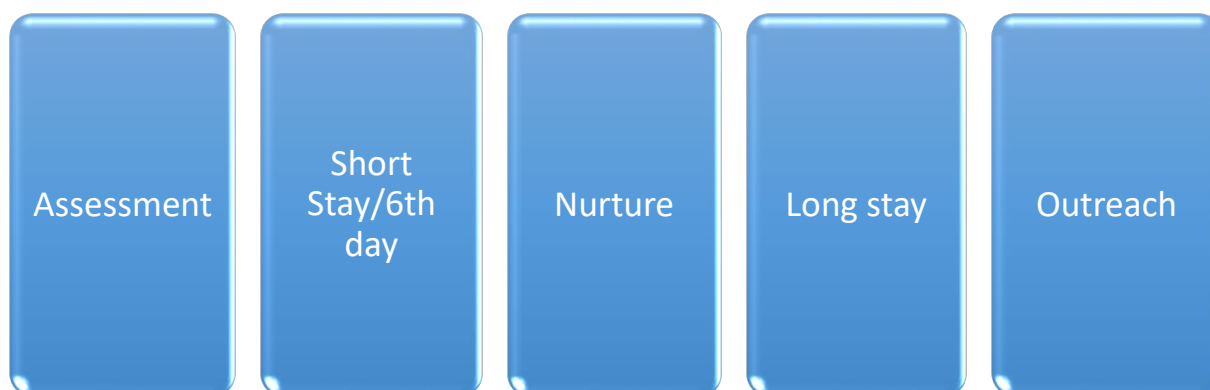
Ruth Oates

Admissions Manager – Tel: 07949590999

- Phone: 0113 3204069
- Phone: 07539 832764
- Address: 3Killingbeck Drive, Leeds, LS14 6UF
- Website: www.pivot-group.uk
- Email: ruth.oates@pivot-group.co.uk

Pivot Leeds East Primary

KS 1 and KS 2



The above is a visual representation of the various tiers of the provision. It is designed to support current identified need whilst ensuring that the East of Leeds has a provision that works both reactively and preventively.

Assessment Placement – KS 2 only

A set period to complete a thorough assessment process relating to academic and behavioural need. The child will attend our school and experience a broad rich and deep curriculum in order to develop a picture of the child and a clear understanding of their needs. These needs will be shared with all necessary parties/stakeholders with clear strategies identified.

CPD will then be offered to the referring school. If the need for a specialist pathway is identified, full support would be given to the EHCP process if this was considered appropriate.

All children will be supported in school by trained professionals who are experienced in educating children with a need for SEMHD provision. All children and their families will have access to our social work, Educational Psychologist and SENCO team if deemed necessary and relevant.

Focused Short stay – KS2 only

A set period of time (6 weeks or 12 weeks) to work with the child, school and parents/carers on an agreed set of targets and short term outcomes. The targets and outcomes will be identified as those that are currently a barrier to the child's learning and progress. Resources that will be utilised and success criteria will also be listed. Weekly reports will be compiled and reintegration back into the referring mainstream school will be supported.

All children and their families will have access to our social work, Educational Psychologist and SENCO team if deemed necessary and relevant. All children will be supported in school by trained professionals who are experienced in educating children with a need for SEMHD provision.

Nurture - KS2 only

A period of time to work with the child, school and parents/carers on an agreed set of targets. The targets and outcomes will be identified as those that are currently a barrier to their learning and progress. Resources that will be utilised and success criteria will also be listed. These targets will be consistently reviewed and adapted. This placement would suit a child that is considered to be emotionally vulnerable.

The classroom environment and curriculum will reflect the six principles of nurture:

- 1) All behaviour is communication (What is the child trying to tell us and why?)
- 2) Nurture is important for the development of self-esteem (How can we support self-esteem and resilience?)
- 3) Children’s learning is understood developmentally (Where is the child currently at and how can we support this?)
- 4) Classroom offers a safe place (Child feels valued and safe to express themselves)
- 5) Language understood as a vital means of communication (All language considered and supported including body language)
- 6) Transitions are significant in the lives of children (How can we support this and manage transitions to make them more achievable? Support in developing confidence)

All children and their families will have access to our social work, Educational Psychologist and SENCO team if deemed necessary and relevant. All children will be supported in school by trained professionals who are experienced in educating children with a need for SEMHD provision.

Long Stay – Permanent Placement - KS2 only

Work with the child for a longer period of time, (minimum of two terms and a maximum of 5 terms before an EHCP would need to be requested), and also work with school and parents/carers on an agreed set of targets and outcomes. The child will attend our school and experience a broad rich and deep curriculum in order to make both academic and social /behavioural/emotional progress. The targets and outcomes will be identified as those that are currently a barrier to their learning. Resources that will be utilised and success criteria will also be listed. These targets will be consistently reviewed and adapted. Half termly reports will be compiled with regular parental feedback. If appropriate reintegration back to their mainstream school or the transferring to another school will be fully supported with CPD offered to relevant staff. Support will also be provided to the child’s host school in completing applications for EHCPs with reference to our records and assessments.

All children and their families will have access to our social work, Educational Psychologist and SENCO team if deemed necessary and relevant. All children will be supported in school by trained professionals who are experienced in educating children with a need for SEMHD provision.

Outreach Support KS1 and KS2

We can offer a bespoke package of support and assessment for KS1 children who are presenting with difficulties. This may include consultations with staff team supporting the child, observations, assessments and recommendations. The support can be a one off process or longer term depending on the needs to the child, school and family. Please contact Ruth Oates to discuss further.

-----PIVOT
OFFICE USE ONLY:

Was the referral form complete: YES/NO Date all information complete:	Has this referral been accepted: YES/NO
Next actions: Transition and induction plans/ planned meetings/school visits:	Start date into provision:

APPENDIX C - Pupil's roll

If the child is in year 11 The Pivot Academy will consider and make an informed decision about whose school roll the pupil should be on. This is to enable consistency and a sense of belonging for the pupil.

The legal position regarding deletion of pupils from rolls is outlined below for information.

2006 No. 1751 EDUCATION, ENGLAND The Education (Pupil Registration) (England) Regulations 2006

Deletions from Admission Register 8

The following are prescribed as the grounds on which the name of a pupil of compulsory school age shall be deleted from the admission register—

(b) except where it has been agreed by the proprietor that the pupil should be registered at more than one school, that he has been registered as a pupil at another school;

(c) where a pupil is registered at more than one school, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion;

In order for the pupil to come on to the roll of The Pivot Academy and be deleted from their current school the following criterion must apply:

Process of acceptance on to the roll of The Pivot Academy

The acceptance and transfer of roll will follow this process:

1. At the point of admission into the PIVOT Academy a pathway plan will be developed to establish needs of the student. This will be shared with the pupil and parent/carers.
2. A second review of the pathway plan will be completed within (Add timescales). At this stage it will be formally noted if it is appropriate to explore a transference of roll. Once again this will be shared with the student and the parent/carers. The referring school will also be consulted and all views will be captured on the record of the meeting.
3. If all parties are in agreement that it is in the pupil's best interest to move on to the PIVOT roll the child will become dual rolled.
4. A meeting will be held with pupil, parent/carers, Pivot school representative, referring school representative and other associated professionals who may have been involved with the pupil i.e. SENCO, Educational Psychologist etc. At this meeting a discussion about the advantages and disadvantages of changing school roll and will be held and everyone's view will be recorded.
5. If **all parties** are in agreement, relevant paperwork will be signed and the pupil will be solely on the roll of The Pivot Academy.

Please note that this process will be completed on an individual basis and **must have** the agreement of **all parties** that it is in the **best interests** of the child.

This process will only take place for those students that are in Year 11 and have been with the school for the minimum period of one term

OR

Y10 Students who have been with us for a minimum period of one term and will be returning to the PIVOT Academy in Year 11.

EHCP/Referral/Phone Call
 By- LA/ Schools and Parent/Carers
 Made to Pivot Academy Admissions
 dedicated phone/email
 Ruth Oates: Tel: 07949590999
 Email:

Is this a statutory EHCP consultation?

YES
 (15 days to consult from this time)

NO

1. Paperwork shared with Head/Senco & DSL.
Week one (5 Days)

2. Each setting to Identify missing data for admissions to collect whilst Senco carries out discussions with previous and current schools/agencies

3. Weekly Admissions meeting to discuss each consultation with Senco and fortnightly (or weekly) with HT & DSL

4. Arrange a home/school visit or phone call.– Share information To be shared at SLT if in doubt prior to letter going out.

5. Response Letter to be sent to appropriate LA / School /AIP. (include cost and type of placement)

6. Outcome from LA Panel to be shared with Heads/Senco/SLT (EHCP only)

A. Record details of enquiry, share with Head if appropriate
Within 24 hours

B. Provide information about Pivot

C. Advise LA/Schools/Parents Carers if there is a place available and offer a visit (if appropriate)

D. Liaise with LA/schools to collect further information and referral form if proceeding with request
Week one (5 days)

E. If a place is available, a formal consultation/referral must be made and the process begins (within 15 days)

F. If place not being pursued – add to enquiry sheet with outcome

G. No place available/Not appropriate - Add to waiting list or destroy paperwork

9. Unable to offer Place or Pupil offered a place elsewhere
 All paperwork to be destroyed

PLACE OFFERED

7a. Start date agreed and shared.

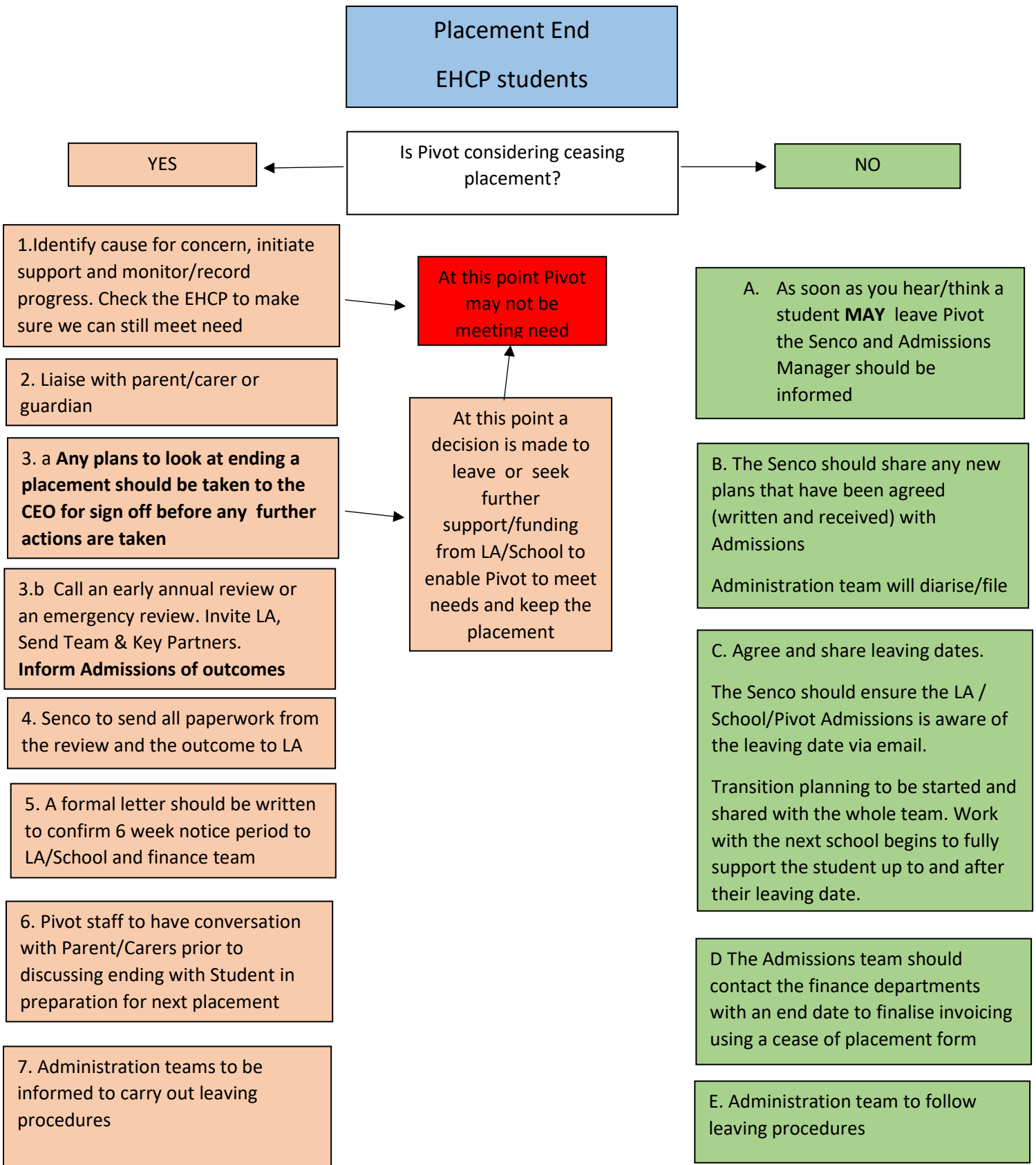
7b. Quotations and finance to be put in place

7c. Induction and transition plans created

7d. EHCP supplement to be requested

7e. All data to be logged on Pivot systems

8. CTF's to be requested



ADMINISTRATION TEAM TO ARCHIVE ALL STUDENTS

Task	Who	What	When: Week
FORMAL CONSULTATION			
1	Admissions Team	Consultation paperwork to be sent to the appropriate sites (HT/Senco, DSL) for discussion at an agreed weekly Admissions meeting. Sharing the paperwork must be done as soon as it is received to meet the consultation deadline of 15 days. All details to be logged on the Enquiry/Referral and Consultation spreadsheet by the admissions team	Upon receiving Formal consultation letter and EHCP/Referral
2	HT, Senco & DSL	Admissions to collect further advice from schools, EPs, Medical, Residential homes, Previous AP's where applicable etc and shared with HT and Senco. Senco should start to have discussions with previous schools and agencies in preparation of a phone call with the family.	Within 5 days
3	HT/Senco/Admissions DSL	All paperwork to be available (added to the admissions file in each site file under new enquiries for staff to read) initial thoughts shared, plans for family visits, home visits and any further visits to be made before end of week 2 - 10 days. Visits to be finalised by Schools administrating team, DSL to share their thoughts and findings.	Weekly and within 10 days of consultation
4	Student/Parents/Carers	Face to face/Zoom/What's app or telephone call made for each consultation/referral. Opportunity for sharing the school offer (Individual School Handbook), ethos, expectations whilst gaining vital information about each student. If a place is likely to be offered, the case will be taken to SLT. If an alternative offer is being looked at instead of a standard placement, this needs to be shared with Admissions for pricing prior to sending the response letter (Pricing to be agreed between Admissions and Peter Branson). Where a decision cant be reached, it can be shared at SLT for a wider discussion.	Prior to 15 days
5	HT/Senco/DSL	Agreement to be made and a formal response letter to be written by Senco. This will be shared with Admissions team to send back to the local authority or School including any alternative offers. All responses are recorded on Enquiry/Referral and Consultation spreadsheet. Where a decision cant be reached, it can be shared at SLT for a wider discussion.	Prior to 15 days
6	Admissions Team	Close relationships with each authority will be maintained by the Admission team in order to track the panel outcomes. These will be shared once a decision has been made with HT/Senco/DSL/SLT. (Head of AIP must be informed of any new AIP student start dates)	Ongoing
7a	HT/Senco/Admissions	Once Pivot has been named on the EHCP or we have agreed a school placement a start date will be agreed with the authority or school. Admissions will link the caseworker or member of school staff to the Pivot Senco in order to make the following plans. The SLT staff team will take on the referral from this point initiating school visits (Family Liaison), phone calls with key people and generally making plans for the start date and future transitions (Senco). At this point all staff should be aware of the paperwork for each placement, in particular any risk assessments, educational attainment, support agencies and safeguarding. The Senco should create and share a one page profile, a summary of needs, EHCP outcomes form and a termly target sheet to support all staff with planning for this future placement.	Section 7 a,b,c and d should be started as soon as a Pivot has been named
7b	Admissions Team	A start date and any financial extras need to be identified in order to create a quote. Once a quote is sent and accepted a payment schedule should be created followed by the invoice. If this is a direct school referral, an offer letter, Placement Agreement (PA) and a Continuation letter (if applicable) should be completed. Any AIP students (Leeds only) will need to be added to the AIP finance spreadsheet that should be sent half termly. Admin staff at Leeds should keep a record of each students attendance for this purpose.	Section 7 a,b,c, d and e should be started as soon as a Pivot has been named
7c	Senco/Family Liaison/Transition staff	Personalised transition package agreed, and induction process planned with staff, previous school and the student/ family ensuring SLT are aware of all plans/dates/ key contacts. PLEASE NOTE: Transport is not included in any contract, all EHCP student are potentially entitled to transport and it is the Parent/Carers role to complete a transport request form. It usually takes two weeks to organise so this should be taken into consideration when arranging start dates. All schools should make arrangements with their parents/carers with regard to transport.	Section 7 a,b,c, d and e should be started as soon as a Pivot has been named
7d	Admission	IEHCP only/Supplement form to be requested from previous school, caseworker, social worker or other key person to enable the completion of the admissions process on school pod. There referral form and school checklist will provide Pivot with the essential paperwork for admissions	Section 7 a,b,c, d and e should be started as soon as a Pivot has been named
7e	Admissions & Lead Team	There are a number of systems in place for 'New admissions' information should be entered onto: A) School pod, B) Ongoing Register, C) Cpm's. Each new student should be inputted by the admissions team however it is the responsibility of the administration team at each site to maintain these throughout the year. The first day on roll needs to be recorded on School pod along with a change of status from 'New Admission' to 'On roll'	Section 7 a,b,c, d and e should be started as soon as a Pivot has been named
8	Administration team	All students who have an EHCP and students who are on Pivot roll full time (NOT dual reg) will need their CTF uploading onto school pod once they come onto Pivot's roll. This can be obtained by calling their previous school on the first day on Pivot roll and quote DEF no. K54661382/6008 and Leeds: 393/6006.	The day they go on roll
9	Admissions and HT/Senco	When there is no placement offered or the panel decision places elsewhere, all paperwork should be deleted from the files and any hard copies destroyed by shredding.	Once Pivot have agreed not to offer a place
INFORMAL CONSULTATION			
Consultations			
A	Admissions	All enquiries/referrals and consultations must be recorded with the correct details including name, DOB, date received, date to respond by, who made the referral, which authority, school or person making the referral and the Primary need. This will also include reason for decision once made.	Ongoing
B	Admissions	Referral form/checklist and provision maps can be found in the admissions file and are used to provide details for enquiries from schools, parents/carers and other professionals	Where applicable
C	Admissions	Advise if there is a place available, provide all information about Pivot Schools, explain and send out all paperwork relating to the referral process. This will include the referral form appropriate to each setting, a checklist to ensure every piece of information is sent through if available. There is also a provision map outlining each provision which is useful for our partners to see what the 'offer' is.	As the enquiry/referral is made
D	Admissions	Once a formal referral is received, all paperwork is shared with the Head/Senco and DSL for discussion (as in No.1) The formal process begins with a timescale of 15 days to complete and make a decision. Once a placement has been agreed at this level, or placements that require further consideration will be taken to SLT for a final decision. The same process will continue as a formal consultation	Upon receipt of formal referral
E	Admission	Once an informal enquiry becomes a formal consultation/referral then the pathway would start at number 1 again	
F	Admissions	If a placement is not being pursued, a log should be made to highlight the reason why on the spreadsheet to inform the admissions data profile. Any paperwork received should be destroyed	Once the decision not to offer a place has been made
G	Admissions	If a placement is not appropriate or available at the current time, the referrals should be added to a waiting list in agreement with the referer.	Once the decision not to offer a place has been made

Key words/phrases

EHCP placement	Education, Health Care Plan - Commissioned by the LA
DSL	Designated Safeguarding Lead
LA	Local Authority
AP	Alternative Provision
SLT	Senior Leadership Team
Standard Placement	Commissioned by a school
CTF	Common Transfer File
AIP	Area Inclusion Partnership (Leeds only)
Dual Registered	Students remain on their own school register as well as Pivot

Task	Who	What	When: Week
PIVOT CEASE OF PLACEMENT			
1	Whole staff/Senco/HT	If there is a change in contract or a change in the outcomes/needs that can no longer be met by Pivot, this should be raised with Senco and monitored. Contact with the family and other agencies may be required to gain further information and support for future meetings	As required
2	Head/Senco	Head Teacher or Senco should liaise with the family to ensure communication is transparent and to gain further insight into any situation Pivot are not aware of. If this is a one off serious incident, parent/carers should be involved immediately. PLEASE NOTE ANY INITIAL DECISIONS TO CEASE PLACEMENT NEEDS TO BE SIGNED OFF BY THE CEO	complete a 6 week monitoring process
3	Senco	Depending whether you are within 2 months of a planned annual cycle will depend whether you call an early annual review or an emergency review. The Senco should invite the family, Casework officer and any other parties involved such as Social Worker, host school staff, Educational psychologist. Once it is established that a placement should be ceased (after considerable time trying to support the student or a one off incident that requires immediate action), a discussion should be held with the family to share next steps. ALL DECISIONS SHOULD BE SHARED WITH ADMISSIONS PRIOR TO MAKING ANY FORMAL PLANS TO CEASE/NEGOTIATE A DIFFERENT CONTRACT	When appropriate within the timescales
4	Senco/Head	After the meeting the Senco should share the outcomes of the meeting with the Head and the admissions team so plans can be put into place. Records of the meeting should be sent to the LA for all EHCP placements. Any alterations to the cease date should be discussed firstly with Pivot Admissions and only once this has been agreed they can be shared with the LA.	Immediately after the review
5	Admissions	A six week notice letter should be sent to the LA and all Finance teams confirming the cease of placement with dates included. Pivot Finance team should also be notified so that plans can be made to cease invoices and plan for future new placements.	Immediately after the review
6	Senco/Transition	Senco should liaise with pivot staff to create a transition plan and also build a relationship with the new placement to ensure a smooth transition.	Depending on individual circumstances
7	Administration Team/DSL/Senco	Once the student exits Pivot, it is the the administration team from each school's responsibility to call the next destination to ensure the student has been placed on roll and coordinate the delivery of any paperwork from the Senco and organise for the CTF to be sent if required. The DSL should share any information with their Safeguarding team. The destination should be recorded on the Ongoing register, school pod. Students should be archived in Cpoms.	The day that the student is taken off roll at Pivot and should start at their next destination
ADMINISTRATION TEAM TO ARCHIVE ALL STUDENTS			
LA/SCHOOL CEASE OF PLACEMENT			
A	All staff	If any discussions are held with students, families, schools or other agencies that suggest a potential change in circumstances that may mean a potential move, it is important that this is flagged to the Senco and Admissions. This will support all future planning for the student and for Pivot.	Ongoing
B	Senco	All reviews and outcomes from the reviews should be planned in the diary and any new paperwork/agreements (written and received) should be logged on to school pod and shared with the appropriate Pivot staff including Admissions.	Ongoing
C	Senco	All agreed leaving dates should be shared via email with Pivot Head, SLT, administration team and admissions. Everyone involved including the family, caseworker, school/ LA and Social Worker should be advised of the leaving date and a transition plan put into place	Immediately after the meeting
D	Admissions	The leaving date should be recorded, Pivot finance and the LA/School finance teams should be notified and given a 6 week cease of placement notification. (EHCP and Schools). AIP students will have a similar experience however there is no 6 week notice period. The host school will support the transition back to school.	Once date has been agreed
E	Administration Team	Once the student exits Pivot, the admin team should call the next destination to ensure they are on roll and coordinate the delivery of any paperwork from the Senco and organise for the CTF to be sent if required. The DSL should share any information with their Safeguarding team. The destination should be recorded on the Ongoing register, school pod. Students should be removed from Cpoms and all files archived.	The day that the student is taken off roll at Pivot and should be on roll at their next destination

Key words/phrases

EHCP placement	Education, Health Care Plan - Commissioned by the LA
DSL	Designated Safeguarding Lead
LA	Local Authority
AP	Alternative Provision
SLT	Senior Leadership Team
Standard Placement	Commissioned by a school
CTF	Common Transfer File
AIP	Area Inclusion Partnership (Leeds only)
Dual Registered	Students remain on their own school register as well as Pivot

Fully completed Pivot Academy referral form	
Unique Learner Number (for all pupils over the age of 14)*	
Attendance Certificate – as up to date as possible*	
KS2 data – attainment (and attendance data if possible)*	
A chronology of any Interventions used, including managed moves*	
CP/safeguarding information and early help initiatives (copy of all information to be supplied to our Safeguarding Lead)	
EHCP (where applicable)	
EHCP supplement form	
Individual Behaviour Plan	
Individual Education Plan Include reading age and details of any exam access/SENCo assessments carried out.	
Personal Handling Plan	
Risk Assessment	
Behaviour Logs	
Exclusion information	
Current Timetable*	
Any other reports relevant to the pupil Copies of any GCSE coursework that has been completed along with specification studied. Latest subject leader report along with current and predicted grades. Any books which have been studied for GCSE English.	
Information of all medical information/health issues	
Please ask your Administration Team to send us the Sims CTF (essential if the pupil has been permanently excluded)	
Any other agencies involved and contact details eg C&K Careers , Signpost, Social Care etc	

The Pivot Academy EHCP Supplement Form

Date of Consultation sent to Pivot: Person completing this form: Role:	
Section 1 – Student Details	
Full name of student: (inc middle names)	
Date of Birth:	
Current School Year:	
UPN Number:	
Gender:	
Ethnicity:	
Address:	
Telephone Number for 1 st priority contact -(address if different) Relationship to student	
Name and telephone for EMERGENCY contact Relationship to student?	
Section 2 – School Details	
Name of Current School:	
Telephone Number:	
Named School Contact:	
Tel Number:	
Email Address:	
List all previous schools inc managed moves:	
Section 3 – Social Information/Supporting Agencies	If YES please provide details Please delete appropriately
LAC/CLA	YES/NO
CIN	YES/NO
Eligible for Free School Meals	YES/NO
Eligible for Pupil Premium	YES/NO

Traveller Child	YES/NO
Teenage Parent	YES/NO
YOT involvement	YES/NO
Police involvement	YES/NO
CAMHs involvement	YES/NO
EAL	YES/NO
Other? (Give details)	YES/NO

Section 4 – Student Medical Information	
Medical History – (Please provide details of any medical conditions, medication, dosage, administration or other services involved)	
Any Known allergies?	
Dietary requirements?	
Accessibility Issues?	
Other information we should know about?	

Section 5 - Academic Profile	
Current attendance	
Latest academic assessments	Literacy Numeracy Reading Age Spelling Age
Exclusion History (if YES please give details)	YES/NO
Is there a risk assessment in place?	

Section 6	
Name of Person Role Completing the form Which Local Authority/School	

Please note: Pivot Academy will not proceed without the above information. Please email in advance if you feel that any of the above are not relevant. (See below)

Thank you for taking the time to complete this referral.

Please note that any cancellation of placement, after acceptance of the place, will be subject to a 6 week notice period.

Please return this form to: ruth.oates@pivot-group.co.uk

Ruth Oates

Admissions

- Phone: Ruth Oates -07949590999
- Email: ruth.oates@pivot-group.co.uk
- Address: Unit 12 Killingbeck Drive, Leeds, LS14 6UF

**Pivot Academy Parents/Carers
Complaints Procedure Policy
September 2021/22**

Approved By:	Lorraine Bowman
Date:	August 2021
Next Review Date:	August 2022

Who can make a complaint?

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to The PIVOT Academy about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

The difference between a concern and a complaint

A concern may be defined as *'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'*.

A complaint may be defined as *'an expression of dissatisfaction however made, about actions taken or a lack of action'*.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. The PIVOT Academy takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases the Headteacher, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Headteacher will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, TPA will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher, pastoral team, Special Educational Needs Co-ordinator (SENCO) or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (except the headteacher) should be made in the first instance, to the headteacher via the school office. Please mark them as Private and Confidential.

Complaints that involve or are about the headteacher should be addressed to Paul Sutcliffe (the Chair of Governors), via the school office. Please mark them as Private and Confidential.

Complaints about the Chair of Governors, any individual governor or the whole governing body should be addressed to Michael Smith, Chief Executive Officer via the school office. Please mark them as Private and Confidential.

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice or SENDIASS to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

Anonymous complaints

We will not normally investigate anonymous complaints. However, the headteacher or Chair of Governors, if appropriate, will determine whether the complaint warrants an investigation.

Time scales

You must raise the complaint within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply.

Complaints received outside of term time

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Scope of this Complaints Procedure

This procedure covers all complaints about any provision of community facilities or services by TPA, other than complaints that are dealt with under other statutory procedures, including those listed below.

Exceptions	Who to contact
<ul style="list-style-type: none"> • Admissions to schools • Statutory assessments of Special Educational Needs • School re-organisation proposals 	<p>Concerns about admissions, statutory assessments of Special Educational Needs, or school re-organisation proposals should be raised with Kirklees Local Authority or Bradford Local Authority or Calderdale Local Authority depending on where your family lives.</p>
<ul style="list-style-type: none"> • Matters likely to require a Child Protection Investigation 	<p>Complaints about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant statutory guidance.</p> <p>If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding or the Multi-Agency Safeguarding Hub (MASH). Kirklees LADO Calderdale LADO Bradford LADO</p>

<ul style="list-style-type: none"> • Exclusion of children from school* 	<p>Further information about raising concerns about exclusion can be found at: www.gov.uk/school-discipline-exclusions/exclusions.</p> <p><i>*complaints about the application of the behaviour policy can be made through the school's complaints procedure. Please also see TPA Behaviour Policy</i></p>
<ul style="list-style-type: none"> • Whistleblowing 	<p>We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors.</p> <p>The Secretary of State for Education is the prescribed person for matters relating to education for whistle-blowers in education who do not want to raise matters direct with their employer. Referrals can be made at: www.education.gov.uk/contactus.</p> <p>Volunteer staff who have concerns about our school should complain through the school's complaints procedure. You may also be able to complain direct to the LA or the Department for Education (see link above), depending on the substance of your complaint.</p>
<ul style="list-style-type: none"> • Staff grievances 	<p>Complaints from staff will be dealt with under the school's internal grievance procedures.</p>
<ul style="list-style-type: none"> • Staff conduct 	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p> <p>Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.</p>
<ul style="list-style-type: none"> • National Curriculum - content 	<p>Please contact the Department for Education at: www.education.gov.uk/contactus</p>

If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or Tribunals, this may impact on our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.

If a complainant commences legal action against TPA in relation to their complaint, we will consider whether to suspend the complaints procedure in relation to their complaint until those legal proceedings have concluded.

Resolving complaints

At each stage in the procedure, TPA wants to resolve the complaint. If appropriate, we will acknowledge that the complaint is upheld in whole or in part. In addition, we may offer one or more of the following:

- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that we will try to ensure the event complained of will not recur

- an explanation of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which any changes will be made
- an undertaking to review school policies in light of the complaint
- an apology.

Withdrawal of a Complaint

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

Stage 1 – Concern Stage

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. TPA takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

In the first instance, concerns should be addressed to the member of staff in question or class teacher who will try to clarify the nature of the concern and the outcome being sought.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the member of staff will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Headteacher will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, TPA will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

Stage 2 – Formal Complaints

Formal complaints must be made to the Headteacher (unless they are about the Headteacher), via the school office. This may be done in person, in writing (preferably on the Complaint Form), or by telephone.

The Headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 2 school days. This will be copied to the Director of School Improvement.

Within this response, the Headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The Headteacher can consider whether a face to face meeting is the most appropriate way of doing this.

Note: The Headteacher may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the Headteacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the Headteacher will provide a formal written response within 20 school days of the date of receipt of the complaint.

If the Headteacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions TPA will take to resolve the complaint.

The Headteacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 2.

If the complaint is about the Headteacher, the Director of School Improvement will complete all the actions at Stage 2.

Complaints about the Headteacher must be made to the Director of School Improvement, via the school office.

All complaints made at this stage will be logged in the establishment's Complaints Book.

Stage 3

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the complaint to Stage 3 – a meeting with Director of School Improvement at TPA.

A request to escalate to Stage 3 must be made to the Director of School Improvement at TPA, via the school office, within 5 school days of receipt of the Stage 1 response.

The Director of School Improvement will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 3 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

In the first instance, Director of School Improvement will then:

- Check that, where appropriate, the complainant has completed Stages 1 and 2;
- Seek any clarification regarding the nature of the complaint;
- Inform the Director for Schools and the Director for QA and Evaluation;
- Arrange for the Complaints Committee to hear the complaint as soon as possible;
- Invite the complainant and any representative to the meeting.

The Director of School Improvement will aim to convene a meeting within 20 school days of receipt of the Stage 3 request. If this is not possible, the Head Teacher will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Head Teacher will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

The complaints committee will consist of at least three TPA staff with no prior involvement or knowledge of the complaint. One panel member will be independent of the management and running of the school. Prior to the meeting, they will decide amongst themselves who will act as the Chair of the Complaints Committee.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making their decision they will be sensitive to the complainant's needs.

If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate.

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

Representatives from the media are not permitted to attend.

At least 5 school days before the meeting, the Head teacher will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least 3 school days before the meeting.

Any written material will be circulated to all parties at least 3 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and TPA with a full explanation of their decision and the reason(s) for it, in writing, within 5 school days.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions TPA will take to resolve the complaint.

The response will also advise the complainant of how to escalate their complaint should they remain dissatisfied.

Next Steps

If the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the Department for Education after they have completed Stage 2.

The Department for Education will not normally reinvestigate the substance of complaints or overturn any decisions made by TPA. They will consider whether TPA has adhered to education legislation and any statutory policies connected with the complaint.

The complainant can refer their complaint to the Department for Education online at: www.education.gov.uk/contactus, by telephone on: 0370 000 2288 or by writing to:

Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD.

Complaint Form

Please complete and return to the Headteacher 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, including whether you have spoken to anybody at the school about it.

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:

Roles and Responsibilities

Complainant

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

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint
- 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
- refrain from publicising the details of their complaint on social media and respect confidentiality.

Investigator

The investigator's role is to establish the facts relevant to the complaint by:

- 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
- interviewing staff and children/young people and other people relevant to the complaint or consideration of records and other relevant information analysing information
- liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right

The investigator should:

- 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
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond
- prepare a comprehensive report for the Head Teacher or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems

The Head Teacher or complaints committee will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

Complaints Co-ordinator (this could be the Het Teacher)

The complaints co-ordinator should:

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, Head Teacher, Chair of Governors, Clerk and LAs (if appropriate) to ensure the smooth running of the complaints procedure
- be aware of issues regarding:
- sharing third party information additional support. This may be needed by complainants when making a complaint including interpretation support or where the complainant is a child or young person
- keep records
- ensure that all people involved in the complaint procedure are aware of their legal rights and duties, including any under legislation relating to school complaints, education law, the Equality Act 2010, the Freedom of Information Act 2000, the Data Protection Act (DPA) 2018 and the General Data Protection Regulations (GDPR)
- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible
- collate any written material relevant to the complaint (for example; stage 1 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within an agreed timescale
- record the proceedings
- circulate the minutes of the meeting
- notify all parties of the committee's decision

Committee Chair

The committee's chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Head Teacher) to provide any additional information relating to the complaint by a specified date in advance of the meeting
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy
- complainants who may not be used to speaking at such a meeting are put at ease. This is particularly important if the complainant is a child/young person
- the remit of the committee is explained to the complainant
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR.

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 meeting

both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself

- the issues are addressed
- key findings of fact are made
- the committee is open-minded and acts independently

- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- the meeting is minuted
- they liaise with the Clerk (and complaints co-ordinator, if the school has one)

Committee Member

Committee members should be aware that the meeting must be independent and impartial, and should be seen to be so

- no governor may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it.
- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant

We recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.

- many complainants will feel nervous and inhibited in a formal setting
- parents/carers often feel emotional when discussing an issue that affects their child.
- extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting

Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated.

The committee should respect the views of the child/young person and give them equal consideration to those of adults.

If the child/young person is the complainant, the committee 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 committee should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend.

However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests. The welfare of the child/young person is paramount.