



The John Taylor SCITT Compliments, Comments, Complaints and Appeals Procedure Policy

1. Compliments, Comments and Concerns

1.1 John Taylor High School SCITT would like to hear from you if you:

- are happy with the service it provides and would like to compliment the staff.
- have any suggestions about how the SCITT can improve the quality of its provision;
- have a complaint or concern. All complaints will be taken seriously and given the full and proper consideration.

2. Expressing Approval

2.1 When things go well, it is very helpful if trainees express their approval. Maintenance of high levels of staff commitment, morale and motivation are essential to the provision of the highest quality training. Positive feedback really helps.

2.2 To express your approval you can write, telephone, e-mail or speak personally to staff concerned, the SCITT Programme Manager or the SCITT Director.

3. Making Suggestions

3.1 John Taylor High School SCITT welcomes new ideas, from all within its community and beyond, about how we can make our provision even better

3.2 In addition to ongoing formal evaluation of training and placements evaluations, we would invite suggestions at any time.

3.3 These suggestions can be emailed to the SCITT Director

4.0 Expressing Concerns

4.1 John Taylor High School SCITT is committed to providing a high quality Initial Teacher Training. Sometimes things may seem to go wrong which may lead you to express concerns. We believe that taking informal concerns seriously is the best way of meeting the needs of our stakeholders, of providing excellent service and of preserving the good name of the SCITT. Such

concerns are best dealt with on the spot, or within a very short time frame and without the need for formal procedures.

If concerns develop into formal complaints, we will investigate them and apply the procedures recommended by the Office of the Independent Adjudicator (OIA).

4.2 Concerns are best dealt with as they arise. Care must be taken to treat concerns with respect and to protect the rights of all the individuals involved.

Guidance must be sought from the SCITT Director or SCITT Manager regarding the application of this policy. No concern should be allowed to drop without being addressed.

5. Making a formal Complaint

5.1 Formal complaints and appeals arise and formal procedures will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Complaints and appeals will be referred to the SCITT Director in the first instance, who may judge that the complaint or appeal is best dealt with by another suitable complaints co-ordinator if there is a potential conflict of interest.

Three school stages will normally be sufficient to resolve most complaints and appeals:

5.1 Stage One

Complaint or appeal is heard by a mentor or the lead professional mentor. All documentation and communication is collated and available to all parties throughout. The person the complaint or appeal is referred to cannot also be the subject of the complaint or appeal.

5.2 Stage Two

Complaint or appeal received and heard by the SCITT Programme Manager and SCITT Director. There is a commitment to respond to the **complaint** or appeal within five working days. The complaint or appeal is fully investigated and a resolution is then sought at this stage.

5.2 Stage Three

The complaint or appeal is heard by the SCITT Executive Board. A full review of all correspondence relating to the complaint or appeal is then undertaken and a resolution sought. If the trainee teacher is not satisfied with this outcome they are then eligible to refer the matter to the Office of the Independent Adjudicator (OIA) and a 'Completion of Procedure' is issued.

Procedures

The complaint or appeal should be investigated thoroughly and a clear understanding of what the complainant feels would put the matter right should be clarified and noted. At every stage the communication between all parties is recorded and collated, with all those involved kept informed throughout.

Every attempt should be made to secure a satisfactory resolution which may include for example:

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

This procedure will be publicised on the SCITT website.

Performance

Will be judged by the successful resolution of concerns, complaints and appeals monitored by the SCITT Director and the SCITT Executive Board.



THE JOHN TAYLOR HIGH SCHOOL SCITT COMPLAINTS FORM

This is made available on request to any person who wishes to make a complaint. It should be passed to the SCITT Director

1. What is the nature of the complaint?

2. Please give details of your complaint:

Date/s of Incident: Time/s:

3. If you are complaining about someone's behaviour please give the name(s) of any witness(es) to the incident(s):

4. Action Taken:

Name:

Contact Details:

Signed:

Date:



FLOW CHART

The Complaints and Appeals Procedure flow chart is designed to assist trainees in understanding the procedure to follow and the stages associated with the process. If you are not satisfied with an aspect of our ITT provision there are three stages you can follow.

