

Princess Frederica CE
College Road, London, NW10 5TP
Phone: 0208 969 7756



VA Primary School
Head of School – Ms N Christopher
Executive Head Teacher – Ms S Bouette
Email: admin@princessfrederica.brent.sch.uk

Complaints Policy

Governing Board with Responsibility	Full Governing Board	
Reviewed/Revised	March 2021	
Date of Next Review	March 2024	
Agreed by Governors	28.04.2021	
Additional Notes	This policy should be reviewed at least every 3 years	

Vision statement

‘Belonging, learning and growth for life in all its fullness’

Mission Statement

At Princess Frederica we:

Promote social, emotional, spiritual and educational growth in all our children

(This is how we develop character)

Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum

(This is the way we educate)

Create a positive impact on our local and global community and environment

(This is our footprint on the world and community)

Nurture friendship, kindness and respect

(This is how we treat each other)

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1 INTRODUCTION

Aims of these guidelines

- 1.1** It is not intended that these guidelines should replace the normal discussion on day-to-day problems and concerns which take place as they arise. It is only where a complainant remains dissatisfied that further steps may need to be taken.
- 1.2** These guidelines will assist governors, staff and parents as they review their school's complaints policy and procedure: they also aim to reaffirm the partnership between governors, staff and parents as they work together for the good of the pupils.

Why have a policy and procedure for complaints?

- 1.3** A complaints procedure is a legal requirement under section 29 of the Education Act 2002 for maintained schools and under the Education (Independent School Standards) Regulations 2010 for academies.

The governing body is responsible for ensuring that a complaints procedure is in place, that it is communicated clearly (ie published on the website with hard copies available in the office) and reviewed regularly. Throughout this document "governing board" refers to the responsible body – ie the governing board in a LA maintained school.

Complaints procedures in academies differ only in having specific monitoring requirements and in the membership of the complaints' panel; these differences are noted in the text.

- 1.4** Every complaint is a matter of concern and should be investigated with due urgency and thoroughness. A key sign of quality in an organisation is its willingness to listen to criticism, and challenge and respond positively. Whenever a complaint is upheld, every effort should be made to rectify the issue and take action to prevent a recurrence. Good communication plays a key role in the effective handling of a complaint. The benefits of a written policy are:
- (i) Parents and others will have a clear understanding of the way the school receives and deals with concerns and complaints, saving time and minimising confusion and frustration
 - (ii) Staff will be able to respond in a consistent way
 - (iii) In writing and reviewing the policy, governors, staff and parents will be reminded that they are all working together to achieve what is best for the pupils
 - (iv) Feedback from the school community and others can help to improve the school, which in turn helps to develop a more confident and responsive image

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- (v) Pupils learn best if there is an effective partnership between the school and parents.

What is a complaint?

- 1.5** From time-to-time parents will raise legitimate concerns about their child's education; they may be worried about an issue and seek reassurance. These are dealt with as a matter of routine, normally by the class teacher/form tutor and are not generally regarded as 'complaints' in the formal sense. Taking concerns seriously and dealing with them quickly can reduce the number of formal complaints. Occasionally a parent's concern may develop into a complaint and be a clear statement of dissatisfaction. This may relate to a variety of issues including the way in which the initial concern was handled, for example the impression that it was not taken seriously.
- 1.6** The subject of complaints varies, but common issues include:
- the conduct or actions of other pupils, e.g. bullying, disruption or misbehaviour;
 - the action or lack of action of members of staff;
 - inappropriate / inconsistent discipline;
 - lack of consultation or information on changes to school organisation.
- 1.7** Pupils too may wish to express a concern where they feel they have been treated unfairly. They should be encouraged to speak to an appropriate adult who should investigate the concern and seek to resolve the matter informally. Should the investigation raise serious issues, these should be dealt with through the appropriate channels.
- 1.8** Visitors to the school may make verbal complaints or allegations. These should be investigated as with parental complaints and the complainant responded to, while maintaining confidentiality. If a governor, or member of staff, receives a written complaint this must be forwarded to the head in accordance with the school's procedure.

What is not covered?

- 1.9** A complaints procedure covers those aspects of school life for which there is no statutory or separate procedure. It does not therefore apply to complaints or appeals about:
- Statutory assessment of Special Educational Needs (SEND)
 - Pupil Admissions
 - Pupil exclusions
 - Staff discipline, grievance, capability or pay
 - School re-organisation proposals
 - Matters likely to require a Child Protection investigation

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- Whistleblowing allegations e.g. of financial impropriety or criminal activity
- A third party who hires or uses the school premises or facilities. (Governors should ensure that they have their own complaints procedure in place).

2 MANAGING COMPLAINTS

Principles

2.1 An effective complaints procedure will:

- encourage resolution of problems by informal means wherever possible;
- be easily accessible, well publicised and easy to understand and use;
- allow the individual being complained against equal rights with the person making the complaint;
- be non-adversarial;
- ensure that a full, fair and impartial investigation takes place as appropriate;
- allow for speedy handling of the complaint, with established time limits for each stage of the procedure;
- respect confidentiality at all times;
- provide clear assurances that there will never be any victimisation of pupils as the result of a parental complaint;
- allow for meetings with complainants to be minuted, if possible, by a competent/qualified/unbiased third party;
- ensure all parties are kept informed of progress;
- address all the points raised in the complaint and, where applicable, provide appropriate redress and/or information about any positive changes which have resulted from discussion of the complaint, e.g. change in policy/procedures;
- ensure consistency of action by all handling complaints;
- ensure that complaints are monitored by governors and provide information on any trends or issues so that services can be improved.

Data Protection, Freedom of Information and Confidentiality

2.2 A school is a public body and Data Protection and Freedom of Information legislation and principles apply. For example,

- relevant school policies and procedures should be made available on request. Many schools publish key policies on their website which makes access easier.
- all parties must receive the same information, e.g. the pack of documents distributed to a Panel must also go to the complainant and the Executive Headteacher / school.

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- everyone involved in a complaint should be aware that any information which they provide could be made available to the other parties.
- individuals are entitled to request access to their written or electronic personal records held by the school. This includes email exchanges.
- everyone involved must be assured that the complaint and its investigation will remain confidential within the confines of the procedures.
- records of the complaint must be kept according to the principles of the Data Protection Act (see the Information Commission Office's [website](#)).

Equal opportunities

- 2.3** Complaints procedures and arrangements should allow for reasonable adjustments which ensure that no one is discriminated against because of their age, gender, race, sexual orientation, disability, pregnancy / maternity or religion/belief.

Requests to record meetings

- 2.4** Complainants sometimes ask if they can record meetings on mobile phones or other devices. However this poses a difficulty for how the recording is subsequently used or stored. The school cannot guarantee secure storage or confidentiality. Instead notes should be taken of all meetings and copies marked confidential should be sent to the participants as a record of what was said.

Home-school Agreements

- 2.5** Home-school agreements, while not a legal requirement, can clarify rights and expectations, generate goodwill and positive relationships between parents and the school. If they are to be truly effective, home-school agreements should be drafted and agreed by a working-party comprising parents, pupils, staff and governors. The agreement should be reviewed on a regular basis; see model at Annex F.

Training for staff

- 2.6** All staff, both teaching and non-teaching, will benefit from training in how to respond to a parent who is expressing a concern or making a complaint. This can help staff to recognise any barriers there may be between themselves and parents and to know how to deal with these. It should be accepted by both parents and teachers that each has a legitimate interest in the well-being of pupils in the school. Good home-school partnerships can help to build mutual understanding. Training is particularly important where staff may face abusive and aggressive parents; as the employer (in voluntary aided and foundation schools and academies), the governing body has a particular responsibility to ensure staff have access to training.

- 2.7** The school's policy and procedures could be included in a training session, together with advice and discussion on:
- (i) the use of appropriate inter-personal skills;

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- (ii) practical ways of handling conflict;
- (iii) an understanding that an effective complaints procedure is a protection and a measure of quality and not simply a means of attacking what schools do;
- (iv) how staff can obtain advice if a complaint is received against them.

Complaints against members of staff

2.8 It is important that all members of staff understand the school's procedure. If staff are complained against, they should be fully informed of the content of the complaint. Members of staff should always be given an opportunity to explain their actions and be advised that they may have a friend, or union representative, present during any part of the process. The member of staff should provide a written statement in response to the complaint.

2.9 Complaints about the Executive Headteacher should be sent to the chair of the governing body, who will investigate the matter, or name an alternative governor to investigate the matter.

2.10 Where a complaint has taken on a personal aspect and is unresolved before a governors' hearing, in exceptional circumstances, it may be advisable for the governors' panel to hear each side's evidence. This may require only appropriate governors to be involved in the process who are not involved in the personal aspect of the issue.

Child protection

2.11 For any complaint that involves a potential child protection issue, local authority procedures must be followed and the appropriate officer at the LA must be contacted immediately. Any associated investigation which falls within the Complaints remit investigation must wait until the LA procedure has been completed.

Time-limits

2.12 Complaints should be dealt with as quickly as possible. Realistic time-limits should be set for each stage of the process and these may differ according to the complexity of the issue concerned. The time-limits provided in these guidelines are only for guidance, they are not a statutory requirement. If the governing body feels that it would be better to allocate shorter or longer periods at various stages, it is free to do so, but must inform the complainant of any change to any published timescale and the reasons for it. However, it should be noted that parental satisfaction is sometimes proportionate to the time taken; an acknowledgement of the complaint should not take longer than two school days.

2.13 Investigations should be carried out as close to the day of an incident as possible. It is difficult to carry out a reliable investigation if more than a few days have elapsed.

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Parents should be urged to raise any concerns as soon as possible. The DfE advises that three months is acceptable for a complaint to be raised, but ideally it should be sooner.

Pupils as witnesses

2.14 Only in exceptional circumstances would pupils be interviewed, ie, where there are no adult witnesses and the matter is sufficiently serious to warrant it. Headteachers are advised to seek parental consent before any interview with a child where they are being asked to clarify facts concerning a parental complaint. Children should be accompanied by a responsible adult where the parent has given permission for the interview but is not present. The headteacher should ensure that pupils do not participate in any discussion where they might witness confrontation between adults. Where there may be a child protection issue see 2.10 above.

Complaint form

2.15 Some schools have found it helpful to provide a simple complaint form. This enables the school to be more systematic in the way it handles and monitors complaints. It may also be helpful for parents who might find it difficult to frame a letter (see Annex A). However, schools cannot insist that a form is completed; complaints may be made in person, or by telephone, in which case a written record should be kept in case of a subsequent challenge.

Forms of redress

2.16 The need for any form of redress will vary considerably. In cases where there has been redress, studies show that 90% of complainants felt their complaint had been addressed if they received an apology. Listed below are some of the actions which may be expected to satisfy a complainant:

- (a) an apology;
- (b) an explanation of why things went wrong;
- (c) an admission that things could have been handled better, or differently;
- (d) an undertaking to review policy/practice so that similar actions are not repeated;
- (e) an answer to a specific question;
- (f) an official investigation;
- (g) a meeting with staff.
- (h) an offer of mediation

Anonymous complaints

2.17 Anonymous complaints may come from parents, pupils or members of the public; they should be considered as they may relate to something serious. The handling of such complaints should be left to the Executive Headteacher's or chair's discretion to decide whether the gravity of an anonymous complaint justifies investigation. If

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the Executive Headteacher, or chair of governors, believes there could be any substance to the complaint, s/he should investigate the matter and record the results of the investigation on file. This will provide evidence that the school took the matter seriously.

Vexatious complaints

2.18 A good complaints procedure should limit the number of complaints that become protracted. However, there may be occasions when a complainant remains dissatisfied despite all stages of the procedure being followed. If a complainant tries to re-open a complaint on the same issues the chair of governors should write informing them that the procedure has been exhausted and that the matter is now closed. Where a complainant continues to be dissatisfied, it may be advisable to ask for an officer from the Diocesan Board, or LA, to be present at a meeting.

2.19 Where matters escalate despite the complaints procedure being followed and there is prolific correspondence, or excessive e-mail, or telephone contact making substantially the same points which have already been addressed, the school needs to make clear to the complainant that this is not acceptable. In these circumstances a school may:

- a. inform the complainant in writing that his/her behaviour is now considered by the school to be unreasonable/unacceptable;
- b. inform the complainant that any future meetings with a member of staff will be conducted with a second person present and that notes may be taken in the interests of all parties;
- c. inform the complainant that, except in emergencies, all routine communication by the complainant to the school should be by letter only;
- d. (in the case of physical, or verbal aggression) take advice from the LA, Diocesan Board or Academy Trust and consider warning the complainant about being banned from the school site;
- e. consider taking advice about putting in place a specific procedure for dealing with complaints from the complainant, e.g. s/he will not be able to deal directly with the headteacher, but only with a third person to be identified by the governing board, who will investigate, determine whether or not the complaint is reasonable, or vexatious, and then advise the headteacher accordingly.

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NB: The school must satisfy itself that it has taken every reasonable step to address the complainant's issues and has given a clear statement of the school's position and the complainant's options (if any).

Monitoring complaints

2.20 Governors should monitor complaints to ensure that their procedure is effective in dealing with concerns. Some of the areas relating to complaints which schools may wish to monitor are:

- (a) the number and nature of the complaints;
- (b) whether the complaints were dealt with within agreed time limits;
- (c) the stage at which complaints were ended satisfactorily.

2.21 Academies: Under [The Education \(Independent School Standards\) \(England\) Regulations 2014](#), academies are required to log the number of complaints lodged under their formal procedures each year and whether they are resolved at the preliminary stage, or proceed to a panel hearing.

3 ROLES IN COMPLAINTS PROCEDURES

Role of the Executive Headteacher

3.1 The Executive Headteacher is responsible for the internal organisation and management of the school and its staff. S/he therefore has overall responsibility for considering complaints in the first instance, or, if appropriate, arranging for a designated member of staff to deal with them.

3.2 Where other members of staff are designated to consider complaints, there should be arrangements for the headteacher to be kept fully informed of the complaint and the way in which it is being addressed. In determining which course of action to take, the Executive Headteacher may wish to consult the chair of the governing body, the Local Authority, or the Diocesan Board.

Role of the governing body

3.3 The governing body is responsible for the overall conduct of the school and must ensure that a complaints procedure is in place, communicated clearly and reviewed regularly.

3.4 The Executive Headteacher would normally inform the chair of the governing board of complaints received. However, if it has been decided that the chair will form part of any panel to hear disciplinary or capability procedures, (which could follow a complaints investigation) they must remain untainted.

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- 3.5** If a governor is approached directly by a parent (or other complainant), the parent should be referred to the appropriate person in accordance with the complaints procedure. Governors must not get involved at this stage. Only in circumstances where the Executive Head is the subject of the complaint would the chair of the governing body undertake the initial investigation. If the chair receives a formal written complaint, s/he would normally first discuss the matter with the Executive Headteacher and follow the appropriate procedures (see section 4).

Role of the complaints panel

- 3.6** The governing body must appoint a complaints panel (see Annex D) to consider any formal written complaints in accordance with the procedure. In a voluntary aided or foundation school, this panel can be formed of three governors from the pool of governors appointed at the beginning of each school year to serve on staffing, pupil behaviour and complaints panels.
- 3.7** Parental complaints seldom reach the formal stage involving a panel of governors: nonetheless, it is important that governors do not become prejudiced by taking part in discussion of a complaint, either during a meeting of the governing board, or with an individual. Such discussion would make a governor unable to serve on a complaints panel.
- 3.8** After a complaint has been dealt with it may be appropriate for the Executive Headteacher or chair to make a brief report to the governing body, without mentioning names or information which would identify individuals as this would violate confidentiality.

Role of the Diocesan Board

- 3.9** The Diocesan Board acts in an advisory capacity to headteachers and governing boards, it does not have any general power to investigate complaints in either voluntary or foundation schools, or academies. Any complaints received by the Diocesan Board will be responded to by referring the complainant to the school/academy's procedures; the Diocesan Board will inform schools/academies of any complaints received.

4 STAGES IN A COMPLAINTS PROCEDURE

Introduction

- 4.1** It is normal for each stage in the complaints procedure to be completed before moving to the next stage. In very exceptional circumstances the Executive

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Headteacher, usually in consultation with the chair of the governing body, may decide to omit a stage. The complaints procedure is formed of three stages:

Stage 1 – Informal

Stage 2 – Formal - written complaint to Executive Headteacher (or chair of governors, if complaint is about the Executive Headteacher)

Stage 3 - Formal – complaint heard by Governors’ Complaints Panel

4.2 The Executive Headteacher, or member of staff investigating a complaint, should always be aware that a concern or complaint may escalate into a larger issue and be referred to the Complaints Panel. It is therefore essential that clear, concise written notes of discussions and incidents are made and kept for every stage of the procedure.

Stage 1: Informal

4.3 Most parents’ concerns can be resolved informally by the class teacher, or other designated member of staff by:

- (a) responding to the parent courteously;
- (b) handling the complaint seriously;
- (c) taking action quickly.

4.4 It is essential to give time to complainants and to be patient, so that they feel they have been heard properly. It is important that parents are reassured that there are established procedures and, if appropriate, that their case will be impartially investigated.

4.5 Sometimes parents might wish to complain but do not do so because they fear that this would be held against them or their child. Parents need to be reassured, both in the school’s written policy and by individual members of staff, that this will not happen.

4.6 When a parent is making an informal complaint there is usually no need to ask for the complaint to be put in writing. To insist on this could result in a genuine complaint not being resolved due to fear or lack of confidence on the part of the parent. If parents are pushed into writing down their concerns, this can also lead to them taking an entrenched position from which it can be difficult to achieve a resolution.

4.7 Some headteachers find it helpful to inform parents of the times during the week when they would be available to have informal discussions about any concerns or topic of the parents’ choice.

4.8 Those dealing with complaints should consider whether, or not, to invite to the informal discussion any staff member named as involved in the matter, but inevitably

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hostile confrontation and entrenched defensive positions will not aid resolution of the problem.

- 4.9** In the case of an oral complaint to the Executive Headteacher, an assurance should be given that the matter will be investigated and a response given within a certain time, normally 5 school days. At the end of the discussion it should be clear to the complainant what action, if any, will be taken, the timescale within which it will take place and how s/he will be notified of any outcome. Every effort should be made to resolve the matter to the satisfaction of the parent. If a response cannot be given within the 5 school days, the complainant must be told.
- 4.10** If it becomes clear that the parent is not happy with the response to their complaint, or the member of staff or Executive Headteacher would like the protection of the formal procedure, the parent should be advised that the complaint should be put in writing and a complaint form may be used (Annex A). If a parent is reluctant to put their concerns in writing, they may need assistance, especially if English is not their first language.
- 4.11** Governing boards will need to decide on an acceptable timescale for the complainant to request a stage 2 or stage 3 for their complaint.

Stage 2: Formal

- 4.12** If the complaint cannot be resolved informally by a member of staff, the parent should be advised to make their complaint to the headteacher; this may be in writing (preferably on the complaint form) or in person, or by telephone. If a complaint is received by the headteacher, the following procedure should be followed:
- (a) the complaint is acknowledged within three school days (see Letter 1, Annex E) and the complainant is told that the matter will be investigated (see 4.14 below);
 - (b) the headteacher and staff keep notes of any discussions held with complainant. (It is advisable to have a separate note-taker present at the meeting.);
 - (c) where the headteacher, or designated member of staff, undertakes an investigation, it is important that clear written statements are taken and that every statement is signed and dated;
 - (d) a formal written response given within 10 school days of receipt of the complaint (in the event there is likely to be a change to the published timescale the complainant should be informed).
- 4.13** If the chair receives a written complaint direct from a parent s/he should consult with the headteacher to ensure that the informal stage of the procedure

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has been exhausted. If this is not the case, the chair would normally advise the complainant to follow the procedures described for the informal stage above. If the informal stage has been exhausted the parent should be advised to follow the formal procedure in 4.12 above. If the complaint is against the headteacher and not in relation to any previous informal handling of the complaint, the chair of governors* normally investigates the matter through the informal procedures above and if the complaint is unresolved at this stage the formal stage would be invoked.

* Unless s/he has been party to information which compromises his/her position in which case the investigation may be handled by the vice-chair, or another designated governor.

Investigation process:

4.14 The following process should be followed:

- (a) there should be a clear understanding of the complaint, clarification should be sought if necessary;
- (b) interviews should be held as soon as possible after the incident to minimise the possibility of evidence becoming tainted;
- (c) strict attention should be paid to confidentiality;
- (d) separate discussions should be held with all parties involved, and with any witnesses;
- (e) careful written notes should be made of all discussions;
- (f) the complainant's desired outcome and any possibilities of redress discussed;
- (g) written statements should be obtained where appropriate, and be signed and dated;
- (h) if pupils are to be interviewed, see section 2.13;
- (i) efforts should be made to resolve the complaint, if possible, to the satisfaction of the complainant;
- (j) the complainant and member of staff should be given an opportunity to provide documentation and identify potential witnesses.

4.15 After completing the investigation, a written summary of the findings must be sent to the complainant saying that the investigation has been completed (see Letter 2, Annex E). Some of the following points may be included:

- (a) all appropriate steps have already been taken and no further action is considered necessary;

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- (b) as a result of the investigation the following arrangements have been made which it is hoped the complainant will find satisfactory;
- (c) the following recommendations will be made to the governing board
- (d) a statement to the effect that if the complainant is not happy with the response, s/he may write to the clerk to the governing board at the school address within 10 school days of receipt of the response requesting that the complaint be considered by the complaints panel of the governing board.

Stage 3: Formal

4.16 If the complaints panel is to consider the complaint, the clerk to the governing body should acknowledge receipt of the complaint in writing within 5 school days and set up the panel hearing within 20 school days giving 10 school days' notice of the meeting to: the members of the panel; the complainant; and the Executive Headteacher, sending them the following (see Letter 3, Annex E):

- (a) an invitation to attend the meeting including details of date, time, place of meeting;
- (b) a request for copies of any written papers which the parties to the complaint may wish to be considered to be sent to her/him by (date) so that they can be distributed to members of the complaints panel and the other party;
- (c) a request for the names of any witnesses who may be called;
- (d) a statement that the complainant may be accompanied by a friend and a request for the name of any such friend;
- (e) an enquiry as to whether, or not, access should be provided for the disabled;
- (f) a summary of the procedure to be followed at the meeting.

4.17 Requests for alternative dates: the clerk should liaise with the complainant, panel and school over convenient dates and times before finalising the arrangements. Once a date is fixed any request for an alteration should be for exceptional reasons and referred to the chair of the Panel to consider whether it is reasonable and can be accommodated. Further requests for changes should be considered on their merits, or the complainant should be given a final date and advised that if s/he cannot attend, the meeting will go ahead in their absence.

4.18 The hearing by the complaints panel should be held in private and be as informal as possible. The chair and/or the Executive Headteacher (as appropriate) will present the school's case. The clerk should be present throughout the hearing and after the parties have withdrawn, in order to take notes. A model procedure for the meeting is given in Annex D.

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4.19 The decision and recommendations of the complaints panel are sent as soon as possible to all parties. The Panel's decision is final.

5 FURTHER RIGHTS OF APPEAL

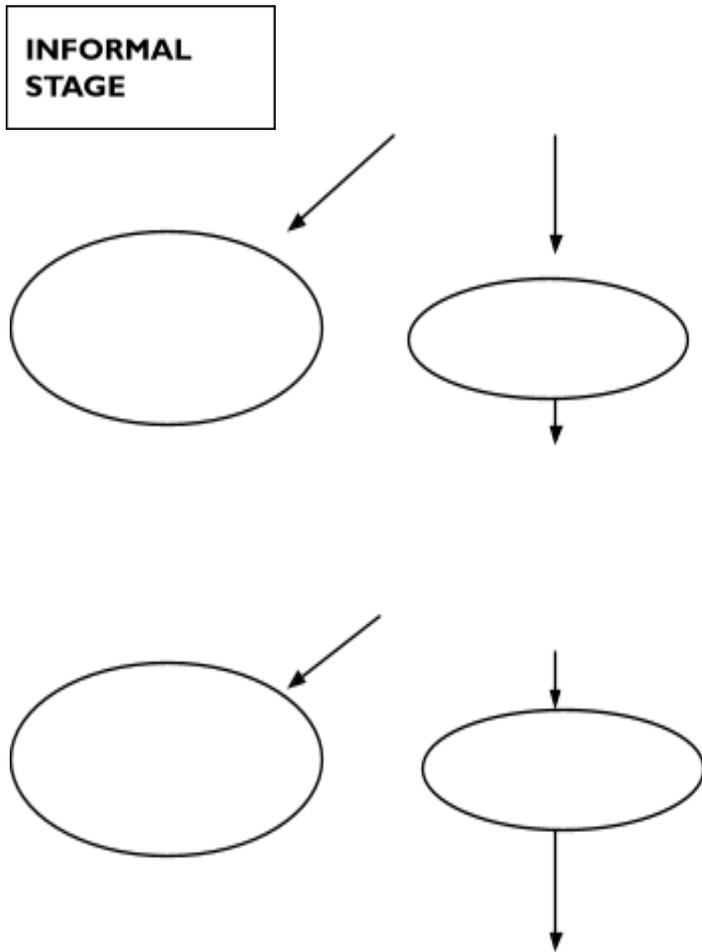
5.1 Parents may, if they believe the Governors' complaints panel has acted unreasonably, or that the governors have not followed their own procedures make a complaint to the Department for Education using an on-line complaints form. In academies, complaints are made to the Education Funding Agency.

5.2 Parents may also complain to OFSTED, but OFSTED will not normally investigate complaints concerning individual pupils, but if there are any child protection concerns they may pass these to social services, or the police and this may trigger an inspection.

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College Road, London, NW10 5TP
Phone: 0208 969 7756



VA Primary School
Head of School – Ms N Christopher
Executive Head Teacher – Ms S Bouette
Email: admin@princessfrederica.brent.sch.uk



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Not resolved

Make complaint to Executive Headteacher within 10 school days

FORMAL STAGE 2

Not resolved

- Explain procedures
- Acknowledge within 3 days
- Investigate
- Agree to meet
- Confirm outcome in writing
- Offer a resolution

School's actions

Informal discussion

- Explain procedures
 - Listen
 - Discuss
 - Consider who should deal with the matter
 - Record concern
- Speak with relevant member of staff

Complainant's actions

SUMMARY COMPLAINTS PROCEDURE

FORMAL STAGE 3

Request hearing by Complaints Panel within 10 school days

- Clerk to set up meeting within 20 school days
 - Panel considers verbal and written submissions
 - Decision communicated within 3 school days
- Complainant satisfied

Complainant satisfied

Annex A

COMPLAINT FORM	
Princess Frederica CE VA Primary School	
When we receive a written complaint, we aim to acknowledge its receipt within 3 school days and send a full or interim response within 10 school days.	
Name of complainant:	Name of pupil (if relevant): Relationship to pupil (if relevant):
Address:	

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Postcode:	
Telephone (day):	Telephone (evening):
What is your concern and how has it affected you?	
Are you attaching any paperwork? If so, please list below:	
Have you discussed this matter with a member of staff before filling in this form? If so, who did you speak to and what was the response?	
What actions do you feel might resolve the the problem at this stage?	
Signature:	Date:
Please return this form to	
Official use only: Date acknowledgement sent:	By whom:
Complaint referred to:..... on	

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Annex B

MODEL COMPLAINTS PROCEDURE

As a Church of England School, Christian values are at the heart of all we do. We value our relationship with parents and all members of the school and local community. If you have a concern we want to know about it so that it can be dealt with immediately. Most concerns can be dealt with easily and quickly, but to ensure all concerns are handled effectively the Governing Body has adopted a complaints policy and procedure.

The School's Complaints Procedure is devised with the intention that it will :

- ◆ usually be possible to resolve problems by informal means;
- ◆ be simple to use and understand;
- ◆ treat complaints confidentially;
- ◆ allow problems to be handled swiftly;
- ◆ inform future practice so that a problem is unlikely to recur;
- ◆ reaffirm the partnership between parents, staff and governors as we work together for the good of the pupils in the school;
- ◆ ensure that the school's attitude to a pupil will never be affected by a parental complaint;
- ◆ discourage anonymous complaints;
- ◆ actively encourage strong home-school links;
- ◆ ensure that any person complained against has equal rights with the person making the complaint;
- ◆ be regularly reviewed

EXPRESSING A CONCERN: NOTES FOR PARENTS

If you have a concern

We would like you to tell us about it so that we can talk with you and see how best to resolve your concern. The majority of concerns can be resolved informally by speaking to a member of staff. We welcome suggestions for improving our work in the school. Whatever your concern, please know that we shall treat it as strictly confidential.

Be assured that no matter what you wish to share with us, our support and respect for you and your child will not be affected in any way; please do not delay telling us of your concern. It is difficult for us to investigate properly an incident or problem which is more than a day or two old.

After hearing your concern we will act as quickly as we can; we will let you know the timescale within which you may expect a response. Please allow time for any action we may take to be effective. Our procedure is in three stages outlined below:

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What to do first (Stage 1 – Informal)

Please contact your child’s class teacher, or other appropriate member of staff, and arrange a time when you can discuss your concern. It may be possible for you to see the member of staff straight away but normally it is better to make an appointment so that you can sit and talk things through. It may be possible to give a response immediately, but where any investigation or information is required, a response will be given within five school days.

What to do next (Stage 2- Formal)

If you are still unhappy, ask for an appointment with the Executive Headteacher within 10 school days of receiving a response under Stage 1. It is helpful if you can give a brief outline of your concern on the School’s complaints form when you make the appointment. After your discussion with the Executive Headteacher you may have to wait a short time while investigations are carried out depending on the nature of your complaint. Every effort will be made to resolve the situation as quickly as possible and the Executive Headteacher will send you a written response within 5 school days of your meeting. If it is not possible to respond within this timescale, the headteacher will tell you when you can expect a response.

If you are still unhappy (Stage 3- Formal)

The problem will normally be resolved by this stage. However, if you still have concerns and they have not been resolved you may ask for your complaint to be considered by a complaints panel of the Governing Body by writing to the Clerk to the Governors* c/o the school. The complaints panel will be formed of three governors who have had no prior involvement in the complaint; they will listen to you, to the Executive Headteacher and, if appropriate, any others involved and come to a decision. You may bring a friend to the hearing if you wish.

* An alternative name may be given where appropriate.

The table below summarises the procedure:

Stage	Description	Timescale for receipt of complaint	Time-limit for school’s response
Informal Stage 1	Informal discussions with relevant member of staff and/or Executive Headteacher		As soon as possible but no later than 5 school days.
Formal Stage 2	Written complaint to Executive Headteacher (or Chair of Governors if	Within 10 school days of receipt of response to stage 1	Acknowledge within 3 school days. Response normally within 10 school days.

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	complaint is about the EHT)		
Formal Stage 3	Governors' Complaints' Panel Hearing	Within 10 school days of receipt of response to stage 2	Clerk to acknowledge receipt within 5 school days. Hearing set up within 20 school days with 10 days' notice of meeting. Agenda and papers sent out 7 days in advance. Decision letter within 3 school days.

In all cases if any stage in the procedure is likely to take longer than publicised, parents will be informed of new timescales and the reasons for delay.

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Annex C

PROCEDURAL ADVICE - CONDUCTING INTERVIEWS WITH COMPLAINANTS

- 1 In conducting interviews with complainants, headteachers (or chairs of governors, if relevant) should:
 - (a) have regard to confidentiality at all times. The need to treat conversations and correspondence as confidential is of paramount importance; from the outset all parties to a complaint should be made aware of the need for confidentiality.
 - (b) listen attentively and sympathetically to complainants, allowing them to explain their concern/s in their own way. After they have finished, it may be necessary to try to clarify the issue(s) by asking questions and summarising what has been said. It is helpful to ascertain the complainant's desired outcome and possibilities (if any) for redress. Headteachers may wish to ensure that the meeting is minuted by a third party, so that there is a clear record of the meeting.

- 2 At the end of the interview decide if it is possible to:
 - (a) make an immediate response to the concern/s; or
 - (b) delay a response. It is often necessary to say to complainants that their concerns will be carefully considered and when all the facts and circumstances have been ascertained, they will receive a response normally within five school days.

- 3 Avoid passing judgement or coming to conclusions before having spoken to any third parties and having considered all the aspects of the complaint.

- 4 If the complaint is against a third party, ensure that they have an opportunity to explain the situation as they see it, but not usually in the presence of the complainant unless this is deemed desirable by all concerned.

- 5 Examine the general context and constraints of the situation and consider if there are any precedents.

- 6 When all the facts and circumstances relating to the matter have been ascertained make careful notes summarising your investigation. You should then decide how to respond to the complainant.

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- 7 The complainant should be clearly informed of the school's response to the complaint/s and of the next stage in the procedure, should s/he wish to proceed further.

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Annex D

OUTLINE OF THE PROCEDURE FOR A COMPLAINTS PANEL HEARING

The Panel may:

- (a) dismiss the complaint in whole or in part;
- (b) uphold the complaint in whole or in part;
- (c) decide on the appropriate action to be taken to resolve the complaint;
- (d) recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

The Panel members should be aware of the following:

- (a) the school's complaints procedure;
- (b) the appeal hearing is independent and impartial and must be seen to be so;
- (c) no governor may sit on the panel if they have had a prior involvement in the complaint, or the circumstances surrounding it;
- (d) panel members should be drawn from a cross-section of the governing body;
- (e) the hearing is held in private;
- (f) the aim of the hearing is to resolve the complaint and achieve conciliation between the school and the complainant;
- (g) it may not be possible to resolve matters to the complainant's satisfaction, it may only be possible to establish facts and satisfy the complaint that the matter has been taken seriously;
- (h) some parents may feel nervous: the panel chair will make efforts to ensure proceedings are as informal as possible.

The chair of the panel:

- (a) welcomes those present and introduces each person by name;
- (b) stresses that the meeting is strictly confidential to those present;
- (c) checks that mobile phones and other devices are switched off.
- (d) outlines the procedure to be followed;
- (e) asks all attending the Panel, including witnesses, to remain available for approximately 30 minutes after they withdraw, in case the Panel needs to clarify a point;
- (f) ensures that key findings of fact are made and the issues addressed;
- (g) ensures that each party is able to state their case and ask questions without undue interruption;
- (h) ensures that all written material is seen by all parties;
- (i) conducts the hearing in an informal manner and ensures each party treats the other with respect and courtesy.

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(j)

Order of hearing:

- The complainant is invited to present their case and explain their desired outcome and any possibilities of redress.
- The Executive Headteacher may question both the complainant and any witnesses.
- The Executive Headteacher is invited to explain the school's actions.
- The complainant may question the headteacher and any witnesses.
- Both parties are invited to sum up.

After the complainant and Executive Headteacher have withdrawn, the Panel decides on its recommendations, including any redress. The decision and recommendations of the Complaints Panel are sent within two school days to all parties. The Panel's decision is final.

Sometimes the Panel will need to respond to unexpected events eg

- a complainant may not arrive for the meeting. The Panel will need to consider any reason given or any request for a postponement and decide whether to proceed in their absence or to reconvene the meeting.
- A party may wish to introduce new written evidence not previously distributed. This should be given to the clerk and the chair will need to consider whether to allow time for all sides to consider the new information or to disallow it. New complaints or allegations should not be considered.
- A person may become agitated or distressed during the meeting, in which case a short adjournment can be helpful.

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**MODEL LETTERS
E**

Annex

LETTER 1

ACKNOWLEDGEMENT LETTER (SENT WITHIN 3 SCHOOL DAYS)

Dear

Thank you for your letter/telephone call/our meeting* of DATE. The School's policy is to deal with parental concerns as quickly as possible. I will investigate the matters you raise and contact you again by (DATE) to let you know the outcome.

Thank you for bringing this matter to my attention.

Yours sincerely

Executive Headteacher

* delete as appropriate

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LETTER 2

NOTIFICATION OF DECISION REGARDING PARENTAL COMPLAINT

CONFIDENTIAL

Dear

Further to your letter of (DATE) and our subsequent meeting, I have given careful consideration to your concerns and considered all the available relevant evidence.

We agreed at our meeting that your concerns related to the following:

(Outline the complaint)

Following my investigation I have concluded that

Include as appropriate:

There is insufficient evidence to reach a conclusion and I cannot therefore uphold your complaint. If you are able to provide additional evidence, I will reconsider this decision.

Or

Your complaint is not substantiated by the evidence in that..... (include reasons for this conclusion).

Or

Your complaint was substantiated in part/full (include reasons for this conclusion). The School will review its practices/procedures in relation to with the intention of avoiding any recurrence. Parents will be informed in due course of the policy changes.

Or

In order to address fully the matters investigated, the school has initiated appropriate internal procedures. Due to the nature of these procedures, their outcome must remain strictly confidential. I am confident however that the circumstance which gave rise to your complaint should not recur.

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I hope that you now feel that your concerns have been addressed by the school and that we can work together in the future to ensure that no other issues reach this level of concern. However, if you feel dissatisfied with this response you may proceed to the next stage of the complaints procedure (*outline the process for this*). If you wish to pursue this option please write to..... by (DATE).

Yours sincerely

Executive Headteacher (or Chair of Governing Body, if complaint is against the headteacher)

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LETTER 3

NOTIFICATION OF FORMAL HEARING OF THE COMPLAINTS PANEL

CONFIDENTIAL

Dear

Thank you for your letter of (DATE) indicating your wish to make a formal complaint to the Governors' Complaints Panel. I have been instructed to convene a meeting of the Panel in order to hear your complaint. The Panel will consist of three governors who have had no prior involvement in the complaint.

I write to invite you to a meeting of the Complaints Panel which will be held at (time) on(date) at (location). You are welcome to be accompanied by a friend and/or, if necessary, an interpreter. I would be grateful if you could confirm whether you intend to come to the meeting and, if you bring a friend, and/or if you intend to invite any witnesses, please let me know their names. Please also let me know if we should be aware of any issues regarding access for the disabled.

I enclose copies of the paperwork relating to your complaint. If there is any additional written information in support of your complaint, please send this to me by (DATE) (5 days before the meeting) so that I may circulate this to the Panel and the headteacher. Please note that the Panel will be discussing the issues raised in the attached papers and any further information you submit by the deadline. It will not be possible for you to raise any new issues at the meeting.

I enclose an explanatory sheet summarising the procedure at the meeting. The Panel will consider carefully both your views and those of the school and will make every effort to find a mutually acceptable solution to the situation which has led to your complaint.

Yours sincerely

Clerk to the Governors

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LETTER 4

OUTCOME OF HEARING OF THE COMPLAINTS PANEL

CONFIDENTIAL

Dear

Thank you for meeting with me and my fellow governors on the Complaints Panel on (DATE) to discuss your complaint. I am grateful to you for the time and effort you put into presenting your complaint.

I am writing to let you know (or confirm, if outcome announced at end of hearing) the outcome of our consideration of your complaint.

Include here a brief summary of the nature of the complaint and the conclusions reached by the Panel, including particulars of any evidence that was pertinent to reaching a conclusion. It is important that due weight is given to both the complainant's evidence and that of the school. Outcomes will vary, see letter two for possible options). Also include any actions that the school intends to take as a result of the complaint, including any changes or reviews of school procedures.

I and my fellow Panel members hope that you will feel your complaint has been fairly heard and that all the issues you raised have been investigated appropriately. The Governors Panel is the last stage in the School's complaints procedure and the Governors consider that this matter is now closed. *(The wording of this final paragraph will largely depend on the outcome and the wording may need to change appropriately).*

If you are dissatisfied with the way your complaint has dealt with you may contact the School Complaints Unit at the Department for Education (www.education.gov.uk/contactus), or by telephone 0370 000 2288, or by writing to DFE, School Complaints Unit, Piccadilly Gate, Store St, Manchester, M1 2WD.

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Yours sincerely

Chair of Complaints Panel

Cc Executive Headteacher
Chair of Governors

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Annex F

Home School Agreement to be implemented from September 2018

Princess Frederica CE VA Primary School

Home

We shall try

- To make sure that my child arrives at school on time
- To make sure that my child attends school regularly and contacts the school by phone or letter if my child is absent. A letter must be written to explain an absence
- To let the school know if there are any concerns or problems that may affect my child's work or behaviour
- To encourage my child to do the homework set including reading every evening
- To attend parent evenings and meetings to discuss my child's progress
- To support the school's Behaviour Management and Anti Bullying Policy
- To support the Homework scheme followed by the school

Signature/s _____

School

We will try

- To encourage the child to do their best at all times
- To provide a broad, balanced, relevant and challenging curriculum
- To set targets for performance
- To contact you if there is a problem with attendance or punctuality
- To let you know about any concerns or problems that affect your child's work or behaviour
- To inform you of your child's progress at regular meetings and with an annual report
- To tell you what we are going to teach each term and have this available on the school website
- To keep you informed about the school through half-termly newsletters and the school website

Signature/s _____

Child

I shall try

- To do my best at school
- To be at school on time with the right equipment for my lessons
- To do my homework on time
- To follow the school rules
- To look after the building and everyone inside it

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Signature/s _____