

# Complaints Policy

Port Ellen Primary School & ELC

Date of last review:

May 2025

Review Date:

Spring 2027

## **Aims**

*At Port Ellen Primary School and ELC, we are committed to continuous improvement and to delivering high-quality learning experiences that support all children to achieve, attain, and feel included. We believe education is a partnership between home and school, and that listening to and acting upon the views of parents, carers, and other stakeholders is vital to our success.*

*In line with **Article 12 of the United Nations Convention on the Rights of the Child (UNCRC)**—“Every child has the right to express their views and have them taken seriously”—we are committed to fostering a culture where the voices of children and their families are respected, heard, and valued.*

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## **Rationale**

Constructive feedback helps us reflect on and improve our practice. Everyone has the right to express concerns or make a complaint if they are unhappy with any aspect of our service.

Our approach to dealing with concerns is aligned with the **GIRFEC** framework and the **SHANARRI wellbeing indicators**, especially ensuring that all stakeholders feel *Respected, Included, and Safe* when raising issues.

We aim to:

- Handle concerns in a **timely, fair, and respectful** manner
  - **Resolve issues quickly and effectively**, wherever possible
  - Ensure **consistency, transparency, and accountability** in how we manage complaints
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## **Monitoring the Effectiveness of Provision**

We gather feedback regularly through:

- Annual parental evaluation forms
- Feedback opportunities at parents' evenings and meetings
- Informal and formal discussions with families and stakeholders

This feedback helps us identify areas for improvement and take action to enhance our service. Responses are reviewed as part of our ongoing **self-evaluation** process.

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### **Procedures for Raising Concerns or Complaints**

We recognise that some issues may be informal and easily resolved through discussion. Others may require a more formal process. In all cases, concerns will be handled with:

- **Professionalism**
- **Confidentiality**
- **Sensitivity**

As a school and ELC team, we will:

- Make the **Complaints Policy** publicly available
- Inform families of their **right to raise concerns or make complaints**, and of their **right of appeal**
- Provide **accessible formats** for submitting concerns (including in person, via email, or in writing)
- Ensure there is **no reprisal** for raising a complaint in good faith
- Display information about the **Care Inspectorate** clearly and ensure families know how to contact them
- Treat all concerns with **respect and impartiality**
- Follow our procedures consistently and fairly
- Offer **support with communication** where required (e.g. where English is a second language)
- Acknowledge receipt of complaints promptly

- Ensure no person involved in the issue will be responsible for judging the case
- Respond to complaints **within agreed timescales**
- Keep a **written record of all complaints and outcomes**

Where concerns relate to a child's safety or wellbeing, our **Child Protection Procedures** will be followed without delay.

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### **Monitoring and Review**

The Headteacher, alongside the school and ELC team, is responsible for monitoring the implementation of this guidance. We will review and update procedures **annually**, or sooner if needed, to ensure they remain current and effective.

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### **Raising a Concern with the Care Inspectorate**

If your concern relates to early learning and childcare (ELC) provision and you do not feel it has been resolved satisfactorily by the school, you can contact the **Care Inspectorate**:

#### **Care Inspectorate Head Office**

11 Riverside Drive

Dundee

DD1 4NY

 [hub@careinspectorate.gov.scot](mailto:hub@careinspectorate.gov.scot)

 [www.careinspectorate.com](http://www.careinspectorate.com)

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### **Conclusion**

At Port Ellen Primary and ELC, we welcome feedback and view complaints as opportunities to learn and improve. Working together—staff, parents, carers, and children—we can continue to build a respectful, inclusive, and supportive learning environment for everyone.