



Calderside Learning Community

Comments, Compliments and Complaints Policy

1. Purpose

Calderside Learning Community is committed to providing high-quality education and support for all pupils and their families. We value feedback and view comments, compliments and complaints as an opportunity to improve our services.

This policy explains:

- What constitutes a comment, compliment or complaint
- How feedback can be provided
- How complaints are handled
- How matters can be escalated if required

All feedback must be raised with the school in the first instance.

2. Definitions

Comment

A comment is a suggestion, observation or piece of feedback about our services.

Compliment

A compliment is positive feedback about a service, experience or member of staff.

Complaint

A complaint is any expression of dissatisfaction about our action or lack of action, or about the standard of service provided.

This includes concerns about:

- Delays in responding to enquiries or requests
- Failure to provide a service
- The standard of service provided
- Treatment by or attitude of a member of staff
- Failure to follow proper procedures
- Council policy (treated as a policy complaint and considered during policy review)
- Perceived unfair treatment due to age, gender, gender identity, race, disability, sexual orientation or religion/belief

If you are unsure whether your concern is a complaint, the school will advise you.

3. How to Provide Feedback

Step 1: Through the School (Initial Contact)

All comments, compliments or complaints must be raised with the school in the first instance.

We do not operate a standard feedback or complaints form. Feedback can be provided by:

- Telephone
- Email
- Requesting a meeting with a member of staff or the Headteacher

If you are unsure who to contact, please contact the school office and your enquiry will be directed appropriately.

We will acknowledge your concern and work to resolve the matter promptly, fairly and respectfully.

If you require communication support, including British Sign Language interpretation or another accessible format, please inform us and appropriate arrangements will be made.

4. Complaints Process

Calderside Learning Community follows a two-stage complaints process in line with the procedure operated by South Lanarkshire Council.

Stage 1 – Frontline Resolution

- We aim to resolve complaints within 5 working days.
- Complaints will be handled by an appropriate member of staff.
- We will attempt to resolve issues quickly and informally where possible.

If you are dissatisfied with the response at Stage 1, you may request escalation to Stage 2.

Stage 2 – Investigation

- We will acknowledge your request for escalation within 3 working days.
- We aim to provide a full written response within 20 working days.
- The investigation will consider why you were dissatisfied with the Stage 1 response and review the matter in detail.

You will receive a clear explanation of the outcome and any actions taken.

5. Referral to South Lanarkshire Council

If, after completing both Stage 1 and Stage 2 through the school, you remain dissatisfied, you may refer your complaint to South Lanarkshire Council under their Comments, Compliments and Complaints Procedure.

Details of how to do this are available on the Council's website or can be provided by the school upon request.

6. Independent Review

If your complaint has been fully considered through the school and by South Lanarkshire Council and you remain dissatisfied, you may ask the Scottish Public Services Ombudsman (SPSO) to review your complaint.

The SPSO is independent and provides the final stage for complaints about public services in Scotland.

Information about how to contact the SPSO will be provided with the final decision letter.

7. Time Limits

Complaints should normally be made within six months of the event you are concerned about.

In exceptional circumstances, we may consider complaints beyond this time limit. If you believe the time limit should not apply, please explain your reasons when making your complaint.

8. Fairness and Equal Treatment

Calderside Learning Community is committed to equality, inclusion and respect.

If you believe you did not receive the service, help or information you expected because of your:

- Age
- Gender
- Gender identity
- Race
- Disability
- Sexual orientation
- Religion or belief

Please inform us. Such concerns will be taken seriously and investigated fully.

9. Data Protection and Confidentiality

When you make a comment, compliment or complaint, we will record:

- Your name
- Your contact details
- Details of your feedback

This information will:

- Be used only for managing and resolving your feedback
- Help us improve our services
- Be handled confidentially and in line with data protection legislation

10. Using Feedback to Improve Services

- Comments are reviewed and considered for service improvement.
- Where improvement is possible, we aim to respond within 10 working days.
- Compliments are shared with relevant staff and acknowledged appropriately.
- Complaints are reviewed to identify learning and improvement opportunities.

11. Child-Friendly Ways to Make a Complaint

In Calderdale Learning Community, we recognise that children and young people have the right to express their views and to be listened to. This commitment underpins our inclusive ethos and daily practice.

Our approach is informed by:

- Getting It Right for Every Child (GIRFEC) – ensuring that all children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).
- The United Nations Convention on the Rights of the Child (UNCRC), particularly:
 - Article 12 – Children have the right to express their views and have them given due weight.
 - Article 13 – Children have the right to freedom of expression.
 - Article 3 – The best interests of the child must be a primary consideration.
 - Article 19 – Children have the right to protection from harm.

Pupil Voice

Within the learning community, we actively build pupils' capacity to:

- Express opinions, feelings and preferences
- Ask questions and seek clarification
- Describe concerns or dissatisfaction
- Participate confidently in discussions about their learning and wellbeing

By strengthening communication competence, we empower pupils to exercise their rights in line with GIRFEC and the UNCRC and to engage meaningfully in school improvement processes.

How Children Can Share a Comment, Compliment or Complaint

Children and young people across the learning community may:

- Speak to a trusted adult, including class teachers, support staff or members of the Senior Leadership Team.
- Seek support from their Named Person, in line with GIRFEC guidance.
- Contribute through pupil voice groups.
- Use a suggestions box to provide feedback, including anonymously if preferred.
- Share their views through:
 - Drawings or pictures
 - Written comments
 - Oral communication

Our Communication-friendly Environment

All schools within Calderside Learning Community provides a trusting, safe and communication-friendly environment in which children are encouraged and supported to share their views.

We recognise that some children may:

- Require additional time to process information and respond
- Feel anxious about raising concerns
- Prefer to raise issues anonymously
- Need support to understand what constitutes a complaint

Staff ensure that the complaints process is explained in child-friendly and accessible language. Children are supported to understand:

- What a complaint is
- Who they can speak to
- What will happen after they raise a concern
- That they will not be disadvantaged for sharing a genuine concern

Adults take all concerns seriously, provide reassurance, and offer feedback about outcomes in ways that are appropriate to the child's level of understanding.

Promoting Inclusion and Equity

In line with GIRFEC principles and the UNCRC, we are committed to ensuring that:

- No child is disadvantaged when making a complaint.
- Communication barriers are actively identified and reduced.
- Children with additional support needs receive appropriate advocacy and support.
- Concerns relating to discrimination or unfair treatment are addressed sensitively and robustly.

Pupil voice is embedded across the school through daily interactions, classroom practice, and structured leadership opportunities. By prioritising communication development and inclusive practice, we ensure that every child has meaningful opportunities to be heard, respected and included.

Created: March 2026

Reviewed: March 2027

Reviewed: