



Warwick Academy

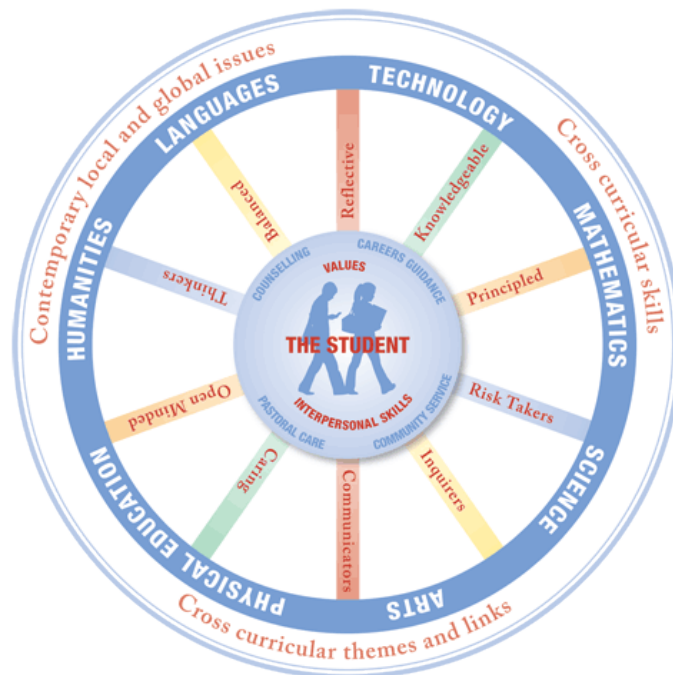
'so much more than a place to learn'

Complaints Policy

MISSION STATEMENT

Building on centuries of excellence, we provide an international educational environment designed for our diverse student body. Our innovative curriculum is delivered with a commitment to personalised pastoral care and enhanced by a dynamic co-curricular programme. We strive to create a culture of collaboration so that our students can become lifelong learners, global thinkers and successful leaders.

CURRICULUM MODEL



NOTES

Dated: June 9th 2025

To be reviewed: June 2028

Staff involved: Strategic Team

COMPLAINTS POLICY

PURPOSE AND SCOPE

At Warwick Academy, we are proud of our friendly and open-door policy and our tolerance and respect of each other. We welcome suggestions and comments from parents, pupils and staff members and take seriously complaints and concerns that may arise. We encourage parents to bring a concern to us as early as possible so they can be resolved to the satisfaction of everyone involved. If this is not possible then the procedure detailed below should be followed. This procedure may be used by students and/or parents who have a complaint they wish to resolve.

Our policy and the related procedures aim to reassure parents and others with an interest in the school that:

- any complaint will be dealt with in a fair, open and responsive way, with the aim of achieving a speedy and satisfactory resolution;
- the school recognises that a willingness to listen to questions and criticism and to respond positively can lead to improvements in school practice and provision for pupils;
- decisions taken to resolve complaints will take account of the best interests of all concerned.

STAGES OF THE COMPLAINTS PROCEDURE

There are three stages to the Complaints Procedure; one Informal Stage (Stage 1) and two subsequent Formal Stages (Stages 2 and 3). The school's aim is to resolve complaints quickly and effectively with the most appropriate person in an informal manner at Stage 1. The Formal Stages provide a further structured way for parents to take the concern further if necessary.

INFORMAL STAGE

Stage 1: Informal Concern

In the first instance, a parent may raise a concern directly with the most relevant school staff member. This usually means the Class Teacher or Specialist Teacher (in Primary), the Subject Teacher or Homeroom Teacher (in Secondary). The school aims to resolve the concern at this point in a timely and effective way. If the concern is not resolved to the parent's satisfaction, however, the opportunity will be provided to discuss the matter with an appropriate more senior member of staff.

If the matter is not resolved, you may wish to take the matter further by following the procedures for making a formal complaint.

FORMAL STAGES

Stage 2: Formal Complaint

If your complaint is not resolved it may be necessary to make a formal complaint in writing. You should address your complaint to the Head of Primary or Head of Secondary.

When a formal written complaint is received, the Head of Primary or Secondary will discuss the matter with you before deciding what further action should be taken. Your complaint will generally be treated in confidence and investigated. However, in the interests of resolving the complaint, other personnel such as Deputy Heads, Heads of Key Stage or Heads of Department may be involved. The written response will include reasons for the conclusions reached and what action, if any, the school proposes to take to resolve the matter. Details of internal disciplinary action, or action taken against another child or family, if any, may not be provided to the complainant.

If you are dissatisfied with the outcome of the complaint you may write to the Principal for a review of the complaint.

Stage 3: Review by a Complaints Panel

Complaints will only rarely reach this level. When the need arises, a Complaints Panel will consider complaints at this stage. A written acknowledgement of the complaint and the request for it to be heard at Stage 3 will be sent to the parent by the Principal within two school days. The letter will inform the parent that the complaint will be heard by a Complaints Panel within ten school days of sending the acknowledgement. It will also inform the parent of the right to submit any further documents other than the complaint form and that these must be made available to the Complaints Panel within three school days of receipt of the acknowledgement letter. The complainant does not have the right to call witnesses to the meeting, although they may be accompanied by one companion of their choice.

The Principal, (or Chair of the Board of Governors in the case of a complaint against the Principal), will convene a Complaints Panel meeting, having consulted with all parties on convenient times. The date, time and venue for the meeting will then be confirmed no less than five school days in advance. The names of all parties to attend the meeting and relevant documents to be referred to at the meeting will also be provided by the Chair of the Complaints Panel, to the parent, the Principal, and each panel member. This will be provided as soon as possible and, in any event, at least two school days prior to the meeting. Some items, such as video footage, will not be provided to the parent (in line with privacy laws).

IB COMPLAINTS POLICY

This section specifies IB parent or legal guardian and student complaints procedures. The written procedures for how we will deal with complaints are outlined in this document above. The “Complaints Policy and Procedure” is made available to parents and students via the school website. Where students and/or parents raise a complaint, the procedures documented in the policy are followed to address the concern. All complaints are dealt with in a fair, timely and responsive manner to address student and parental concerns and to support school development. Any decisions made will take into account the best interests of all parties concerned.

Decisions pertaining to the IB Programme, or “IB programme decisions” refer specifically to decisions made by Warwick Academy staff or its leadership teams that impact a student’s completion of, or engagement with, IB programmes and/or courses, as well as decisions that impact their preparation for further education.

These include, but are not limited to:

- Withdrawal from IB Diploma due to misconduct relating to Academic Integrity (Procedures relating to Academic Integrity are addressed in the Academic Integrity Policy for IB Diploma Students).
- Accusations of students and the investigation of misconduct relating to Academic Integrity (Procedures relating to Academic Integrity are addressed in the Academic Integrity Policy for IB Diploma Students).
- Submission of internally assessed and externally assessed work to e- Coursework (if a students’ internally assessed work is received after a published internal school submission date, the last piece of work received by the internal school submission date can be used for submission).
- Discrepancy between teacher predicted and final moderated grades for EE, TOK and other Internally Assessed work.
- Discrepancy between IB Predicted Grades for University applications and final IB results grades, resulting in student IB grades or point scores not meeting requirements for further education offers.
- The non-enrolment of students as IB Diploma/course/retake candidates if they fail to make internal application deadlines.
- Late fees incurred for retakes as a result of failure to meet internal application deadline dates.
- The selection of courses/subjects available at Warwick Academy when students choose their IB subjects and course set.
- Decisions relating to a candidate’s subject pathway and placement in subjects to comprise their course set.
- Requirements for students to meet attendance and academic achievement criteria and therefore be allowed to continue with the full IB Diploma.
- Decisions relating to level of support provided for internally assessed work (written feedback is only provided on one draft of internally assessed work before students are expected to submit a final draft, students do not automatically get feedback on late submission of draft work).

- Declaring a student to not be in good standing with the school and therefore the non-enrolment of the student as an IB Diploma/retake candidate.
- Withholding IB candidate results due to non-payment of school fees.
- Withholding Diploma Certificates due to non-payment of school fees.
- Standard of teaching, classroom facilities and examination facilities.

For all of the above complaints, the written procedures to be followed are detailed in this document above. The IB Coordinator is involved in the investigation of any student or parental complaints relating to the IB Programme. In the event that a student or parent wishes to appeal a grade/grades awarded by the IB after the issue of results, the appeals process outlined in “General Regulations: Diploma Programme”

[\(General Regulations: Diploma Programme\)](#)

APPENDIX 1. Composition of the Complaints Panel

The Complaints Panel should consist of three members of the school. A Chair should also be appointed by the panel. No member of the Complaints Panel should have had prior involvement with the complaint. Normally, the principal would be the Chair of the panel. If the principal was involved at an earlier stage, they will not be included as a member of the panel. (In this case, an alternative member of the Strategic Team should be a member of the panel.) The second and third member of the panel should be from a different section of the school (Primary/Secondary Management Team) and one member independent of the management of the school. In the case of an IB complaint, it is not considered appropriate for the programme coordinator of the section to which the complaint refers to be a member of the panel. The role of the IB coordinator would be to attend the panel meeting to give evidence.