



1.0 Introduction

The College aims to provide a high quality of service to students and to their parents/carers. If you are concerned or worried about the quality of this service in any area, for example, in the teaching and learning and support your son/daughter is experiencing, please let us know. You have the right to an open and fair Complaints Procedure. If you do have a concern or a worry, please follow the Complaints Procedure set out below. It is designed to ensure that all complaints are considered in a fair, consistent and timely manner.

1.1 If you are a student at the College, there are people in College who can help and support you with a complaint, including your Progress Tutor, and staff in the LRC or in the Senior Leadership Suite. At any stage, your parents/carers or supporters are welcome to be involved, or to attend a meeting with you, as may be necessary, in order to fully address your complaint.

College staff will do their very best to help you to resolve your complaint informally. You will receive advice about possible informal resolutions to your concern or worry, and the member of staff will discuss these with you thoroughly, before an agreed course of action is taken. They will also help you to make a formal complaint (using this Complaints Procedure, which can be accessed from the College's website), if you believe that your complaint cannot be resolved informally.

Please note 1: If your complaint relates to sexual, racial or any other form of personal harassment, you should go with your complaint to one of the following managers: Colin Knightley (Director of Safeguarding and Deputy DSL), Michelle Bates (Deputy DSL), Adele Bolt, Julia Moss or Rachael Sadler (Student Support Managers – Academic Welfare and Tutorial Support). The College's Anti-Bullying and Harassment Policy is available to view on the College's VLE (Moodle) and website.

Please note 2: To appeal against a disciplinary warning, you must follow the Appeals Process detailed in the College's Discipline Procedure. This is available to view on the College's website under both 'College Information' and 'Parent Information'.

2.0 Complaints Procedure

In any organisation, there are times when misunderstandings or concerns arise. We are committed to trying to resolve such concerns as quickly and effectively as possible, using the following procedure.

2.1 Stage 1 (Informal)

Where possible, you should talk to the person with whom the concern has arisen (**with the exception of concerns about sexual, racial or personal harassment, in which case you should follow the procedure outlined in Note 1 above**). Often concerns can be resolved informally, when time is taken to talk through the concern. If, however, you do not feel confident in taking this face to face direct approach yourself, please contact the relevant Head of Department and/or your son/daughter's Progress Tutor/your Progress Tutor: he/she/they will attempt to resolve the concern informally on your behalf. If your concern is satisfactorily resolved informally at Stage 1, there will be no record kept of your concern.

If, however, you do not want to try to resolve your concern informally, or you feel that your concern has not been resolved informally to your satisfaction at Stage 1, you should proceed to Stage 2 (Formal).

2.2 **Stage 2** (Formal)

If you do not want to attempt to resolve your concern informally, or you are not satisfied with the informal resolution at Stage 1, please contact in writing:

Financial complaints (for example, those related to 16-19 student bursaries): Andrew Shaw, Assistant Principal - Finance and Resources A.Shaw@huddnewcoll.ac.uk

Curriculum-related or teaching, learning and assessment related complaints: Marcus Smith-Connor Vice Principal Curriculum and Quality M.Smith-Connor@huddnewcoll.ac.uk

Student support, guidance or safeguarding complaints: Sonia Ross or Gabriel Mellor, Assistant Principal - Student Support S.Ross@huddnewcoll.ac.uk G.Mellor@huddnewcoll.ac.uk

Administrative complaints (for example, those related to admissions, exams, student services): Julie Pryce, Assistant Principal-Curriculum, Data and Planning J.Pryce@huddnewcoll.ac.uk

You will receive an initial response acknowledging your formal written complaint within 48 working hours of receipt. This initial response may be via a telephone call.

Your formal written complaint will be investigated fully, and the findings reported to you in writing, within 10 working days of receipt of your complaint.

At any stage during the formal procedure, the College may delegate responsibility for managing the complaint from the above to any other member of the Senior Leadership Team, or any other Senior College Managers, as appropriate.

3.0 **Appeals**

3.1 **Stage 3**

If you are not satisfied with the response received at Stage 2, you may appeal to the Principal, Angela Williams, in writing and within 10 working days of formal written receipt of the outcome at Stage 2. The Principal will review the substance of your appeal and will respond in writing with a final decision within 10 days of receipt of your appeal letter. There is no right of appeal against this final decision.

3.2 **Stage 4**

If you are not satisfied that the Complaints procedure has been followed, as detailed above, you may contact the Chair of the Corporation, by writing to the Clerk of the Corporation, Ms Claire Coupland, at the College address. A representative of the Corporation (nominated by the Chair) will investigate your complaint that due process has not been followed and will respond in writing their findings within 10 working days of your letter.

Records are kept of all formal written complaints, in order to learn from, and to try to prevent, any future similar complaints about our service.

4.0 **Useful addresses**

Other useful addresses:

Education and Skills Funding Agency, 53-55 Butts Rd, Coventry CV1 3BH
www.gov.uk/government/organisations/education-funding-agency

Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD www.ofsted.gov.uk

Department for Education, Piccadilly Gate, Store Street, Manchester M1 2WD
www.gov.uk/government/organisations/department-for-education

Please remember that if you are unhappy with any aspect of College life, it is better to raise your concern(s) at an early stage, rather than to allow a situation to steadily get worse. The College welcomes this approach.

Version	Date	Policy Owner	Comments	Approval Route and Date	Provenance	Date of Next Review	Equality Impact Assessment Completed (Y/N)
1.	2011	Helen Smithson		SMT Feb 2011			-
2.	November 2015	Sonia Ross/Peter Kennedy	Policy review	SLT 04.12.15	-	September 2017	Y
3.	November 2017	Sonia Ross/Peter Kennedy	Policy review	SLT 15.12.17	-	September 2019	Y
4.	September 2018	Sonia Ross	Policy review	SLT 12.09.18		September 2021	Y



EQUALITY IMPACT ASSESSMENT



INTRODUCTION

The purpose of carrying out an Equality Impact Assessment (EIA) is to provide the basis for creating equality objectives and performance indicators that will drive improvement and change in ensuring the College meets the needs of different groups of people with different protected characteristics, as defined in the Equality Act 2010.

What is an impact assessment?

An EIA is a systematic and thorough consideration of how every aspect of the College's functions (i.e. policies, procedures, practices and plans) is affecting, or is likely to affect different people. EIAs should be reviewed a part of a rolling programme and the Action Plan updated accordingly.

It is good practice to carry out EIAs, although they are no longer mandatory. When conducting EIAs must explicitly consider impact on students, staff and other key groups in terms of race, disability, gender (including gender identity), sexuality, age, and religion and belief, and publish the results. Consultation with customers and potential customers, external clients, staff and students will be part of the EIA procedure and will also link to the Self-Assessment Report (SAR) and strategic plan for the College. The involvement of different stakeholders will evidence our commitment to embedding equality and diversity within all our services and the curriculum. The EIAs will be led and monitored by the Assistant Principal – People and Place.

What needs to be impact assessed?

The EIA process will encompass all policies, procedures, practices and plans. When and where these are identified, each will need an EIA or review as part of a rolling programme, to determine whether they have a differential impact in relation to equality.

Findings of EIAs

The findings of an EIA may provide a number of possible outcomes:

1. The EIA shows that employment practices or services have a different impact measured by one or more protected characteristic.
2. The EIA shows a different impact which is demonstrated to be adverse impact.
3. The EIA shows no differential impact in employment practices or service delivery.
4. There is insufficient evidence to judge whether there is differential impact.
5. The EIA indicates that there are needs that are not being met.

Can I assess my own policies, procedures, practices and plans?

EIAs will usually be completed by the owner of the policy, procedure, practice and plan in conjunction with another colleague who is familiar with the process of conducting EIAs. The nominated person should not be involved with the design, maintenance or enforcement of the policy, plan, practice or procedure. This is to ensure that the EIA process is objective and robust, as a neutral party is more likely to highlight elements that will lead to positive change.

Part One – The Impact Assessment

Date of last assessment (if applicable)	23/11/2015
Date this assessment commenced	01/11/2017
Name of policy/procedure/practice/plan being assessed	Complaints Procedure
Name and job title of policy/procedure/practice/plan owner	Sonia Ross, Vice Principal – Student Support and Guidance
Name(s) of independent colleague(s) appointed to contribute to the assessment	Zoe Shackleton, Assistant Principal – People and Place
Is this a new or existing policy/procedure/practice/plan?	Existing procedure, recently reviewed

INITIAL SCREENING

<p>1. Please summarise the main aims of the policy/procedure/practice/plan. Include the intended benefits.</p>	<p>The Complaints Procedure sets out the College's approach to supporting students and/or their parents/carers with any concerns they may have regarding their experience as a student of Huddersfield New College, or as a parent/carer of a young person who is a student with the College.</p> <p>The procedure is intended to provide a transparent framework in which complaints can be made, and the timescale in which these will be addressed, and who may be involved.</p> <p>The ultimate aim of the procedure is to encourage students and their parents/carers to express any concerns in a timely manner, with the aim of resolving issues at the earliest opportunity and to prevent them escalating, where possible, into more serious matters.</p>
<p>2. What consultation has been undertaken in the development of the policy/procedure/practice/plan?</p>	<p>The procedure has been developed by the Vice Principal – Student Support and Guidance and in the most recent review reflects minor changes to the Complaints Procedure, made following ongoing assessment of its practical application.</p> <p>The policy reflects the College's commitment to supporting students throughout their time with Huddersfield New College, and to providing a vehicle through which issues can be raised and managed.</p>

<p>3. What evidence, data or information is available to indicate how the policy/procedure/practice/plan might affect equality?</p>	<p>The complaints procedure explicitly references bullying and discrimination, to which a separate procedure will usually apply. Therefore, students and their parents/carers are made aware that there are more detailed procedures available to manage complaints that are often of a more serious and/or specific nature, and which may have implications in accordance with the Equality Act 2010.</p> <p>The Complaints Procedure is a general framework intended to encapsulate the majority of complaints that students and their parents/carers may wish to make. The College's mission and values reflect our commitment to treating others with respect, providing equality of opportunity, and valuing difference. These core principles are at the heart of all our work, and are intrinsic to the Complaints Procedure, in that by its very nature the circumstances in which the procedure is likely to be invoked may be sensitive, and require tact and discretion. All members of staff involved in managing complaints are familiar with best practice approaches to sensitive situations.</p> <p>The Complaints Procedure references the possibility of complaints relating to harassment, and to whom such concerns should be expressed in the first instance. The College has an experienced team of Student Support Managers and a Director of Safeguarding, who support the College's Designated Senior Lead for safeguarding.</p> <p>Complaints are categorised by their type/nature to enable us to identify any themes and/or recurring issues.</p> <p>There is no evidence to suggest that the application of the Complaints Procedure has had or might have an adverse effect on equality.</p>	
<p>4. In what areas could the policy/procedure/practice/plan have a significant adverse differential impact?</p> <p>If you have selected one or more boxes for question 4, please go straight to question 5.</p>	<p>Disability</p> <p>Race</p> <p>Gender (including Gender Identity)</p> <p>Sexual Orientation</p> <p>Age</p> <p>Religion or belief</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

<p>If you have not selected any of the boxes for question 4 there is no need to complete the rest of this documentation. However, you must write the reasons why you believe there will be no differential impact, in respect of any of the protected characteristics listed, in the space opposite.</p>	<p>We believe that the Complaints Procedure has at its heart an open and transparent desire to address any student and/or parental concerns in a respectful and timely manner. There is no evidence to suggest differential impact in relation to any protected characteristics, from the application of the procedure.</p>
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ASSESSING IMPACT AND STRENGTHENING THE POLICY/PROCEDURE/PRACTICE/PLAN

<p>5. What general concerns are there that the policy/procedure/practice/plan could have a differential impact on the protected characteristics you have indicated in question 4? Please give details.</p> <p>What relevant evidence is available to support these concerns? Please use data/statistics where possible.</p>	
<p>6. What are the risks associated with the effectiveness of the policy/procedure/practice/plan in relation to the differential impact?</p>	
<p>7. What are the expected benefits of the policy/procedure/practice/plan?</p>	

<p>8. Who are the 'interested parties' (i.e. adversely affected groups) in relation to this policy/procedure/practice/plan?</p>	
<p>9. How will these interested parties be consulted and communicated with?</p>	
<p>10. Which relevant experts and/or equality groups have been approached to explore the issues with which the policy/procedure/practice/plan is concerned?</p> <p>How have the views of these experts/groups been sought? (Please be as specific as possible, e.g. by letter, meetings, interviews, workshops, questionnaires, or any other method.)</p>	
<p>11. Please give details of the views of the experts/groups on the issues involved.</p>	

<p>12. Taking into account these views, and the available evidence, please outline the risks associated with the policy/procedure/practice/plan weighed against the benefits.</p>	
<p>13. What changes/modifications will now be made to the policy/procedure/practice/plan in the light of this Impact Assessment?</p>	
<p>14. How will these changes/modifications be communicated to interested parties (i.e. the groups which were adversely affected) and those consulted? (This should form part of the Action Plan.)</p>	
<p>Signed (completing officer 1) </p>	<p>Print Name and Job Title Zoe Shackleton, Assistant Principal</p>
<p>Signed (completing officer 2)</p>	<p>Print Name and Job Title Sonia Ross, Vice Principal</p>
<p>Date of completion of Impact Assessment</p>	<p>18th December 2017</p>

Actions arising from screening										
(R = Race/Ethnicity, R&B – Religion and Belief, D – Disabled People, G – Gender (including gender identity), SO – Sexual Orientation, A – Age)										
R	R&B	D	G	SO	A	Action Required	By Whom	By When	Intended Outcome	Change resulting from EIA and date (include evidence if possible)