



**NEWMAN**  
**CATHOLIC TRUST**  
HEART SPEAKS TO HEART


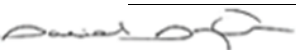
# Complaints Policy

## 2024-25

### Review

| Review Cycle | Date of Policy | Reviewed by | Review Date   |
|--------------|----------------|-------------|---------------|
| Annual       | 2024-25        | FBM         | November 2025 |

### Ratification

| Role           | Name            | Signature  | Date:        |
|----------------|-----------------|--|--------------|
| Chair of Board | Chris Izuka     |   | October 2024 |
| CEO            | Dr Daniel Doyle |  | October 2024 |

### *Commitment to Equality:*

*We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.*

***"Rooted in faith, we ignite a love of learning, foster inclusive education and empower every individual to achieve their utmost potential."***

At the Newman Catholic Trust, we stand united in our unwavering mission to nurture a transformative educational experience, where every child is seen, valued, and cherished as a unique gift from God. Rooted in faith, we ignite a love for learning that awakens curiosity, sparks imagination, and fuels a lifelong journey of discovery.

Guided by the teachings of Christ and inspired by the profound wisdom of our namesake, Saint John Henry Newman, we strive to foster a community where inclusion is lived, diversity is embraced, and every individual is empowered to fulfil their highest potential. As Newman said, *"To live is to change, and to be perfect is to have changed often."* We believe that education is a sacred journey of continual transformation—intellectually, spiritually, and personally. We believe that true education is not just about knowledge, but about shaping hearts and minds, cultivating resilience, and nurturing the whole person.

Our vision is simple yet profound: to be a beacon of hope and excellence, where students are not only academically accomplished but spiritually enriched and personally empowered to make a difference in the world. In all that we do, we strive to embody our core values:

- **Christ/Child Centred:** Placing the Gospel values, the teachings of Christ and the well-being of each child at the heart of every action we take.
- **Inclusive and Consultative:** Ensuring open communication and engagement with all members of our community.
- **Caring:** Showing empathy, understanding, and support in navigating any challenges that may arise.
- **Transparent:** Fostering openness and honesty in all our interactions.
- **Strategic:** Approaching all matters with careful planning and consideration for the wider community.
- **Professional:** Maintaining the highest standards of conduct and integrity in our decision-making.
- **Accountable:** Taking responsibility for our actions and fulfilling our commitment to ensuring a safe and nurturing environment for all.

## **1 General Principles**

Catholic schools aim to be places where love of one's neighbour is evident at all times. Christ said to His disciples at the Last Supper "This is my commandment, that you love one another, as I have loved you." It is in wishing to uphold this principal that Catholic schools, and those who work there, commit themselves to care for their school community and uphold the Catholic doctrine and the ethos of the school. Nevertheless, as in any organisation, there can be times when a complaint may arise and the aim of this Complaints Policy is to set out how those complaints will be dealt with and how the school will work with all parties involved towards achieving a satisfactory resolution.

The main purposes of this Complaints Policy is to:

- resolve problems as swiftly as possible, ideally through an early informal stage.
- give complainants a means to raise complaints and to have them addressed.
- explain who a complaint should be directed to at the different stages and how they will be dealt with at each stage, including expected timescales.
- encourage all parties to raise and/or respond to complaints as quickly as possible so that they may be dealt with swiftly and whilst the matter is still fresh in people's minds.
- stress that at all stages of this policy any discussions, consideration and hearings will be held with the intention to resolve the complaint rather than apportion blame.

It should be noted that this Complaints Policy does not replace the arrangements for dealing with certain types of complaint that fall outside of its remit and are covered by other policies, for example, admissions to schools, statutory assessments of Special Educational Needs, school re-organisation proposals, any matter that may require a Child Protection Investigation, exclusions, whistleblowing, staff grievances and disciplinary procedures and complaints about services provided by third parties using the school premises or facilities. Schools may seek the assistance or advice from the Diocese or other agencies as appropriate. Any adviser support the school through this process may also support the Governors Complaints panel in their deliberations.

Schools recognise that complaints can be submitted by anyone, not just by parents of pupils in the school. Complaints will be dealt with consistently regardless of who the complainant is.

### **1. Legal framework**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Freedom of Information Act 2000
- Education Act 2002
- Equality Act 2010
- The Education (Independent School Standards) Regulations 2014
- Immigration Act 2016
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- HM Government (2016) 'Code of Practice on the English language requirement for public sector workers'
- ESFA (2021) 'Best practice guidance for academies complaints procedures'
- ESFA (2023) 'Academy trust handbook 2023'

## **2 The Role of the Individual Governor**

It is important that everyone understands that no Governor will deal with a complaint in isolation/alone. Anyone considering raising a complaint with the school should refer to the Complaints Management Procedure (Appendix B) to check who the complaint should be directed to.

Governors should not get into discussion with a complainant if they are approached but should advise them only of the procedure to follow. If the situation is such that the Governor has to listen in order to help to direct the complainant, then this would prejudice their impartiality if the complaint is raised and they would be unable to take part in the process any further. Should this situation arise, the Governor concerned must inform the Chair of Governors accordingly.

## **3 Stage 1 – Informal Resolution**

In the majority of cases, the concern should be handled, if at all possible, without the need to undertake any formal procedures and this should be the objective of all parties involved.

The complaint should be initially discussed with the relevant member of staff, for example the class teacher or form tutor. There is no need at this stage for the complaint to be put in writing, however, the staff member should complete the Initial Record Form (Appendix C) outlining the nature of the complaint and the agreed actions to be taken including any timescales to complete them. A copy of the Initial Record Form should be given to the complainant along with a copy of the school's complaints procedure.

At this stage the complaint should ideally be raised with the relevant staff member within 5 school days of the complainant becoming aware of the complaint/incident and be resolved within 10 school days. The school will, however, consider exceptions to complaints being raised outside of 5 school days and will not refuse to deal with a complaint simply because it has been lodged outside of this preferred timescale. 5 school days is considered to be an appropriate length of time to report a complaint so that it is still fresh in everyone's mind and can be dealt with and resolved as quickly as possible.

Should the person raising the concern be unable to resolve the matter at this stage then they may feel it appropriate to move on to Stage 2 of the process. However, it is expected that the majority of complaints would be resolved by the end of stage 1 without the need to escalate the complaint further.

## **4 Stage 2 – Formal Resolution**

If the complaint cannot be resolved at Stage 1, then the complainant may, if they wish, proceed to Stage 2 by completing and submitting a Stage 2 Complaint Form (Appendix D) to the relevant person as detailed in the Complaints Management Procedure (Appendix B). The Stage 2 Complaint Form should be submitted within 10 school days of the conclusion of Stage 1.

On receipt of the Stage 2 Complaint Form, the relevant person will:

- acknowledge receipt of the Stage 2 Complaint Form within 5 school days.
- investigate the complaint and decide how best to resolve it. This would normally involve meeting with and interviewing the complainant and any other persons.
- within 5 school days of completing the investigation, write to the complainant outlining how the investigation was conducted and the outcome of the complaint. This letter will also include details of what the complainant can do next if the complaint has still not been resolved to their satisfaction. Information advising the complainant that they can escalate the complaint to

Stage 3 must also advise them that if they wish to do so then it must be within 10 school days of the notification of the outcome of Stage 2.

## **5 Stage 3 – Governors Complaints Panel**

If the complainant is not satisfied with the outcome of the Stage 2 process, they may, if they wish, request that the complaint be considered by a Governors Complaints Panel. To request this, the complainant will need to complete and return the Stage 3 Complaint Form (Appendix E) within 10 school days of the notification of the outcome of Stage 2. This form should be sent to the Chair of Governors (or the Vice-Chair of Governors if the complaint relates to the Chair) via the school address.

The Governors complaints panel is the last school-based stage in the complaints process and is not convened to merely rubber-stamp any previous decisions.

The panel will consist of three members of the Governing Body. No Governor may sit on the panel if they have had any prior involvement in the complaint or in the circumstances surrounding it. Neither the Executive Principal/Principal/Head of School or the Chair of Governors should be a member of this panel. The panel should elect their own Chair. Where it is not possible for the Governing Body to convene a panel due to there being insufficient Governors who have no prior involvement in the complaint, then another school from within the Newman Trust may be approached to request that the Governors from that school make up the panel. Anyone from the Governing Body of another Catholic school who sits on the Complaints Panel would become an Associate Member for this purpose.

The Stage 3 Complaint Form will be acknowledged within 5 school days and the Governors Complaints Panel will normally be convened within 20 school days of the receipt of the form.

Both parties should normally be present whilst the complaint is being described and responded to. However, there may be situations where the Chair of Governors considers that the relationship between the complainant and the school has broken down to such an extent that any further meeting that they jointly attend would not be beneficial. If this situation arises then the Chair of Governors may decide that the Stage 3 hearing should be held in two parts with each party, and their witnesses, meeting with the Governors Complaints Panel on their own. Should this decision be taken then the Chair of Governors will advise both parties, the Clerk to the Complaints Panel and the Chair of the Complaints Panel accordingly.

The panel will consider the following:

- any appropriate action to be taken to resolve the complaint.
- whether to dismiss the complaint in whole or in part.
- whether to uphold the complain in whole or in part.
- whether changes to the school procedures or systems in the future may be necessary to ensure that situations of a similar nature do not recur.

The panel will take into account whether the complaint has been handled properly and reasonably in accordance with this policy and whether the outcome at Stage 2 was reasonable and appropriate.

As part of the Governors Complaints Panel hearing the following will be undertaken:

- a Clerk to the panel will be appointed. This would usually be the Clerk to the Governing Body.
- the Clerk will ensure that all parties have received a copy of this Complaints Policy.
- the Clerk will set a date, time and venue for the hearing within 20 school days of the receipt of the Stage 3 Complaint Form. The venue will be accessible for all parties.
- At least 5 school days prior to the hearing, all parties will submit to the Clerk to the Complaints Panel any written evidence or other documentation to be presented at the hearing, together with the names of any witnesses either party wishes to call.

- all written evidence or other documentation submitted will be sent to all parties and the panel members to arrive at least 5 school days prior to the hearing.
- the Clerk to the Complaints Panel will record the proceedings and notify, in writing, all parties of the panel's decision within 5 school days of the hearing.
- the issues raised in the complaint are addressed.
- the panel will be open minded and act independently.
- no member of the panel will have a vested interest in the outcome of the proceedings or any involvement in any earlier stage of the procedure.
- only the issues raised in the complaint will be discussed and considered. Any new issues raised will need to be raised as a separate complaint and given due consideration by progressing through the Complaints Policy.
- if any party fails to attend the Governors Complaints Panel hearing, then the hearing will continue in their absence and considered on any written evidence that the absent party has submitted at least 10 school days prior to the hearing.

The following points should also be noted:

- all parties shall be put at ease and the hearing will be conducted as informally as possible with each party treating the other with respect and dignity.
- the Chair of the Complaints Panel will explain the panel's remit to all parties and ensure that each party has the opportunity to put their case without undue interruption and to ask questions.
- witnesses are only required to attend for the part of the hearing in which they give their own evidence.
- after an introduction by the Chair of the panel, the complainant is invited to explain their complaint and be followed by their witnesses.
- the Executive Principal/Principal/Head of School (or the representative for the school) may question both the complainant and the witnesses after each has spoken but only to clarify what they are saying.
- the Executive Principal/Principal/Head of School (or the representative for the school) is then invited to explain the school's actions and be followed by the school's witnesses.
- the complainant may question both the Executive Principal/Principal/Head of School (or the representative for the school) and the school's witnesses after each has spoken but only to clarify what they have said.
- the panel may ask questions at any time.
- the complainant is invited to sum up their complaint.
- the Executive Principal/Principal/Head of School (or the representative for the school) is invited to sum up the school's actions and response to the complaint.
- the Chair explains that both parties will receive the written decision of the panel from the Clerk within 5 school days.
- both parties leave together whilst the panel considers the issues. The Clerk, and any other advisers, may be present with the panel during their discussion but the conclusions and recommendations are the responsibility of the panel members only.

The Chair of the Complaints Panel will ensure that all parties are notified of the panel's decision within 5 school days. The reasons for the decision will be clearly defined, in plain English.

If either party requires clarification concerning any points in the letter, this will be provided by the Chair of the Complaints Panel.

## **6 Register of Complaints**

The school will maintain a register of all formal complaints received and note whether each one was resolved at the end of Stage 2 or whether the proceed to a Stage 3 panel hearing. This register will record any action taken by the school or Multi Academy Trust as a result of the complaint, regardless of whether the complaint is upheld or not.

## **7 Confidentiality**

Correspondence, statements and records relating to an individual complaint will be kept confidential except where the Secretary of State or a body conducting an inspection under Section 109 of the 2008 Act requests access to them.

## **8 Anonymous Complaints**

Anonymous complaints will not be investigated under this policy unless there are exceptional circumstances. These would include serious concerns such as Child Protection issues, where the School would either involve external agencies or else conduct its own internal review to test whether there is any corroborative evidence which might trigger a formal investigation.

## **9 Serial and Persistent Complaints**

There will be occasions when, despite all stages of the procedure having been followed, the complainant remains dissatisfied. Where a complainant tries to reopen the same issue, the Chair to the Governing Body will inform them in writing that the procedure has been exhausted and that the matter is now closed.

## **10 Managing unreasonable complaints**

The Trust is committed to dealing with all complaints fairly and impartially, and to providing a high-quality service to those who complain. The Trust will not normally limit the contact complainants have with the Trust or school itself; however, the Trust does not expect staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

For the purposes of this policy, "unreasonable complaints" include:

- Vexatious complaints, which:
  - Are obsessive, persistent, harassing, prolific, or repetitious.
  - Insist upon pursuing unmeritorious complaints and/or unrealistic outcomes beyond all reason.
  - Insist upon pursuing meritorious complaints in an unreasonable manner.
  - Are designed to cause disruption or annoyance.
  - Demand for redress which lacks any serious purpose or value.
- Serial or persistent complaints, which:
  - Are duplicated, sent by the same complainant once the initial complaint has been closed.
  - Are new complaints that are submitted additionally, as part of an existing open complaint, by the same complainant.

A complaint may also be regarded as unreasonable when the complainant:

- Refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance.
- Refuses to cooperate with the complaints investigation process while still wishing their complaint to be resolved.
- Refuses to accept that certain issues are not within the scope of a complaints procedure.
- Insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice.
- Introduces trivial or irrelevant information which they expect to be taken into account and commented on, or raises large numbers of detailed but unimportant questions and insists they are fully answered, often immediately and to their own timescales.
- Makes unjustified complaints about staff who are trying to deal with the issues and seeks to have them replaced.
- Changes the basis of the complaint as the investigation proceeds.
- Repeatedly makes the same complaint despite previous investigations or responses concluding that the complaint is groundless or has been addressed.
- Refuses to accept the findings of the investigation into that complaint where the trust's complaints procedure has been fully and properly implemented and completed, including referral to the ESFA.

- Seeks an unrealistic outcome.
- Makes excessive demands on school time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with.

A complaint may also be considered unreasonable if the complainant:

- Acts maliciously or aggressively.
- Uses threats, intimidation or violence.
- Uses abusive, offensive or discriminatory language.
- Knows the complaint to be false.
- Uses falsified information.
- Publishes unacceptable information in media such as social media websites and newspapers.

The above applies regardless of the method the complaint is made, e.g. face-to-face, by telephone, in writing or electronically.

Complainants should limit the number of communications with the trust while a complaint is being progressed. It is not helpful if repeated correspondence is sent, either by letter, phone, email or text, as it could delay the outcome being reached.

Whenever possible, the member of staff or trustee leading the response to a complaint will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

Serial or persistent complaints will only be marked as 'serial' once the complainant has completed the complaints procedure. It is the complaint that will be marked as 'serial', meaning the complainant can complain about a separate issue if necessary.

If the behaviour continues, the individual handling the complaint will write to the complainant explaining that their behaviour is unreasonable and asking them to change it. For complainants who excessively contact the trust or any of its academies causing a significant level of disruption, the school may specify methods of communication and limit the number of contacts in a communication plan. This will usually be reviewed after six months.

A decision to stop responding will only be considered in circumstances where the following statements are true:

- Every reasonable step has been taken to address the complainant's concerns
- The complainant has been given a clear statement of the school or Trust's position and their options
- The complainant contacts the school repeatedly, making substantially the same points each time

If the above criteria are met, in making a decision to stop responding, the school will also consider if the complainant is often abusive or aggressive in their communication, makes insulting personal comments about or threats towards staff, or if the school believes their intent is to disrupt or inconvenience the school.

The school will not stop responding to a complainant on the basis that they are difficult to deal with or they ask complex questions.

In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include banning an individual from the premises.

## **11 Complaint Campaigns**

If the school becomes the focus of a campaign and receives a large volume of complaints that are all based on the same subject and/or are from complainants unconnected with the school, then they will be dealt with separately. The school will establish the most appropriate way to deal with these which could include sending a template response to all complainants or publishing a single response on the school's website.

## **12 Third Parties**

If a complaint relates to a third party who is using the school premises or facilities then that complaint must be submitted directly to the third party concerned following their own complaints procedures. For example, this could be where the school site is being used for community facilities or services.

### **13 Deviation from following this published procedure**

There may be occasions when it is necessary or reasonable to deviate from the published complaints procedure. This could be not doing something that the procedure says that the school will, should or may do. In the event that this is deemed to be necessary the school will document any deviation and reasons for it.

### **14 Taking a complaint further**

If a complainant has completed the stages in this Complaints Policy and is still dissatisfied, they have the right to refer their complaint to the Secretary of State. The Secretary of State has a duty to consider all complaints raised but will only intervene where the Governors have acted unlawfully or unreasonably and where it is expedient or practical to do so.

The Regional Director considers complaints relating to academy schools in England on behalf of the Secretary of State. The Regional Director will consider complaints about academies that fall into any of the following three areas:

1. where there is undue delay or the academy did not comply with its own complaints procedure when considering a complaint.
2. where the academy is in breach of its funding agreement with the Secretary of State.
3. where an academy has failed to comply with any other legal obligation.

The Regional Director will not overturn a school's decision about a complaint. However, if it finds that the school did not deal with a complaint properly it will request the complaint is looked at again and procedures meet the requirements set out in the Regulations.

If the school's complaints procedure does not meet the Regulations, it will ask the school to put this right. It may seek to enforce the decision under the terms of the funding agreement on behalf of the Secretary of State if appropriate.

The Regional Director can be contacted through The Regions Group

### **15 Resolving complaints**

At each stage of the complaints procedure, the school is committed to resolving the complaint. Where appropriate, the trust will acknowledge that the complaint is upheld in whole or in part, and may offer one of the following:

- An explanation
- An admission that the situation could have been handled better
- An assurance that the trust will try and ensure the incident will not occur again
- An outline of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which changes will be made
- An undertaking to review trust policies in light of the complaint
- An apology

### **16 Expectations under this procedure**

When raising a complaint under this policy a complainant can expect the school to:

- take the complaint seriously.

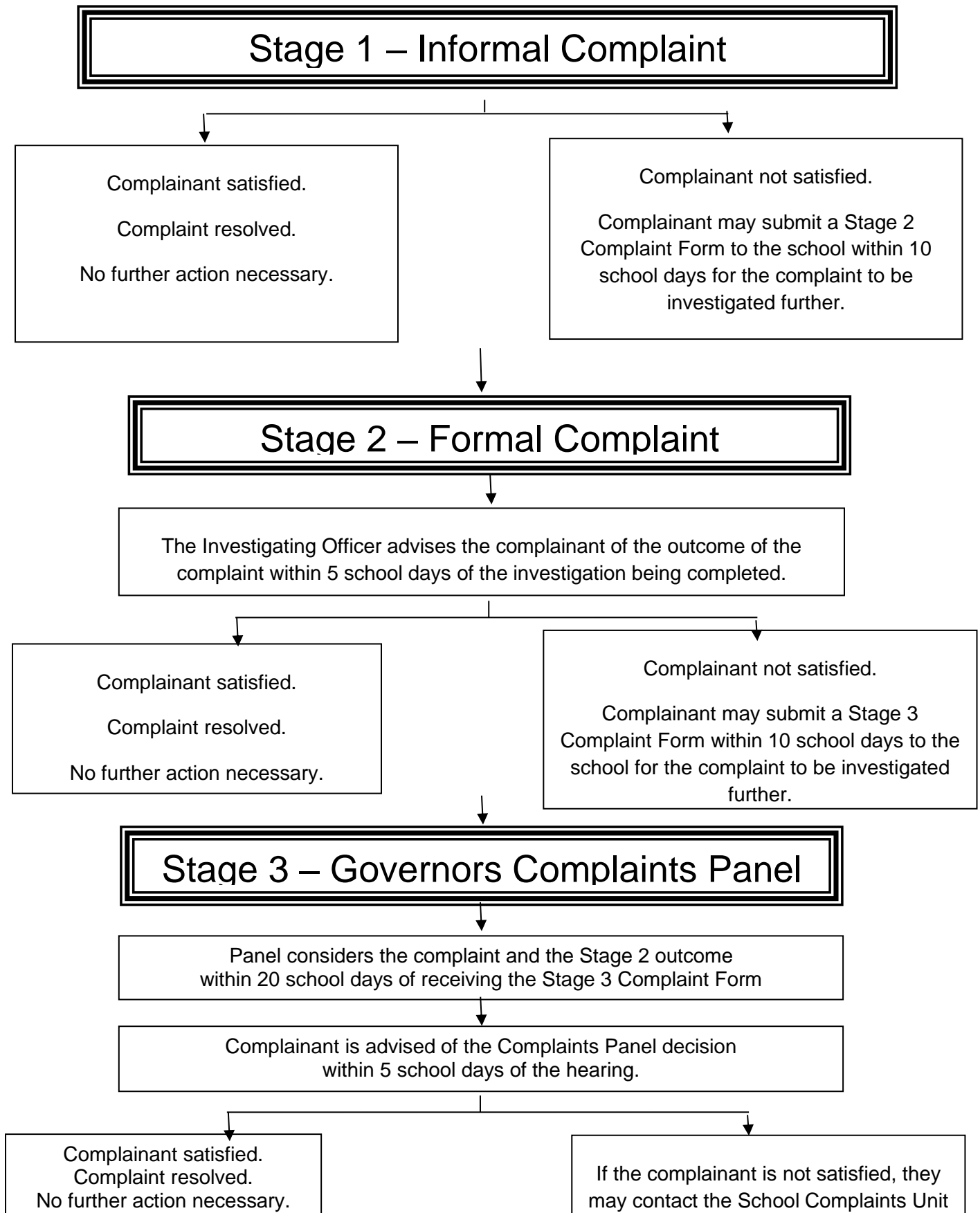
- treat them with courtesy and respect.
- deal with the complaint with discretion and confidentiality (although if the matter relates to the safety and wellbeing of a child then the school may have to share the details with other agencies).
- offer them the opportunity to be accompanied by a friend, adviser or colleague.
- meet the timescales set unless there are good reasons to extend these, in which case they will be informed of this.
- seek and offer resolution at all stages.
- inform them of the action taken to resolve the complaint and of any measures put in place to ensure that a similar complaint does not arise in the future.

In turn, the school expects that complainants will:

- treat school staff with respect.
- be mindful of the need to keep information relating to children confidential in the interest of all students.
- enter into the process in the spirit of seeking resolution.
- appreciate that if the school considers that disciplinary action may be necessary against a member of staff then this will be dealt with under the school's disciplinary procedure and in confidence.

Appendix A

FLOWCHART TO SHOW GENERAL COMPLAINTS PROCESS



## **Appendix B**

### **Complaints Management Procedure**

| <b>Who the Complaint relates to:</b>   | <b>Stage 1: Informal Resolution</b>                                | <b>Stage 2: Formal Resolution</b>  | <b>Stage 3: Governors Complaints Panel</b>     |
|--|--|--|--|
| Pupil, parents or staff (other than the Executive Principal/Principal/Head of School)  | The relevant member of staff, e.g. the class teacher or form tutor | The Executive Principal/Principal/Head of School or other Senior Manager | Panel appointed by the Chair of Governors      |
| The Executive Principal/Principal/Head of School   | The Executive Principal/Principal/Head of School                   | The Chair of Governors or another nominated non-staff Governor           | Panel appointed by the Vice Chair of Governors |
| A Governor or Governors (other than the Chair of Governors)  | The Chair of Governors   | Another nominated non-staff Governor                                     | Panel appointed by the Vice Chair of Governors |
| The Chair of Governors (or a group of Governors including the Chair of Governors)  | The vice Chair of Governors  | Another nominated non-staff Governor                                     | Panel appointed by the Vice Chair of Governors |
| If a complaint relates to any individual governor, both the Chair and Vice Chair of Governors or the entire governing committee then it should be submitted to the Clerk to the LGC who will then determine the most appropriate course of action in liaison with the Multi Academy Trust's CEO/Accounting Officer and the MAT's approval protocols. This will depend on the nature of the complaint. It may involve escalating the complaint to the Board of Directors, who may in exceptional circumstances determine it is necessary to deviate from this published procedure as set out in section 12 above. |  |  |  |

**Note:** No Governor will be involved at Stage 3 if they have been involved in the complaint in any way prior to the Stage 3 panel hearing.

**Appendix C**

**Initial Record Form for a School Complaint**

|                                     |                   |              |
|-------------------------------------|-------------------|--------------|
| <i>School:</i>                      |                   |              |
| <i>Name of Complainant:</i>         |                   |              |
| <i>Name of Child:</i>               |                   |              |
| <i>Date of Contact with School:</i> |                   |              |
| <i>Nature of Concern</i>            |                   |              |
|                                     |                   |              |
| <i>Actions Taken</i>                |                   |              |
|                                     |                   |              |
| <i>Name:</i>                        | <i>Signature:</i> | <i>Date:</i> |

**Appendix D**

**Stage 2 Complaint Form**

|  |  |
|--|--|
| <i>Your Name:</i>                      |  |
| <i>Child's Name:</i>                   |  |
| <i>Your relationship to the child:</i> |  |
| <i>Address:</i>                        |  |
| <i>Postcode:</i>                       |  |
| <i>Telephone Number(s):</i>            |  |
| <i>Email Address:</i>                  |  |
| <i>Details of your complaint:</i>      |  |

*What action, if any, have you already take to resolve your complaint?*

*Please include details of who you spoke to and what was the response/outcome:*

*What actions do you feel may resolve the complaint at this stage?*

*Are you attaching any paperwork to this Form? If yes, please give details.*

*Signature:*

*Date:*

***For Office Use Only***

*Date acknowledgement sent:*

*By who:*

*Complaint referred to:*

*Date complaint referred:*

**Appendix E**

**Stage 3 Complaint Form**

|  |              |
|--|--------------|
| <i>Your Name:</i>  |              |
| <i>Child's Name:</i>   |              |
| <i>Your relationship to the child:</i>   |              |
| <i>Address:</i>  |              |
| <i>Telephone Number(s):</i>  |              |
| <i>Email Address:</i>  |              |
| <i>Please provide details of why you are dissatisfied with the outcome of the Stage 2 investigation:</i> |              |
| <i>What actions do you feel may resolve the complaint at this stage?</i>                                 |              |
| <i>Are you attaching any paperwork to this Form? If yes, please give details.</i>                        |              |
| <i>Signature:</i>  | <i>Date:</i> |
| <b><i>For Office Use Only</i></b>  |              |
| <i>Date acknowledgement sent:</i>  |              |
| <i>By who:</i>   |              |
| <i>Complaint referred to:</i>  |              |
| <i>Date complaint referred:</i>  |              |