

Subject: FORMAL COMPLAINT – Serious Concerns Regarding Communication, Pupil Welfare, Reasonable Adjustments, Consistency of Policy Application and the Handling of Concerns Relating to Oliver Benettonio

To: Mrs Rebecca Morgania, Headteacher

School: Greenish Community Primary School

From: Sarah Benettonio, parent of Oliver Benettonio, Year 4/5

Date: 28 October 2026

Dear Mrs Morgania,

Formal Complaint Regarding the Treatment and Welfare of Oliver Benettonio

I am writing to formally raise what I consider to be a serious and multifaceted complaint regarding the treatment of my son, **Oliver Benettonio**, who is currently a pupil in Year 4/5 at Greenish Community Primary School.

I wish to make clear at the outset that I have not taken the decision to submit a formal complaint lightly. As a parent, I have always sought to maintain a constructive, respectful and cooperative relationship with the school and its staff. However, following a series of incidents, communications and interactions which, taken individually and collectively, have caused me considerable concern, I now feel I have been left with little reasonable alternative other than to formally document these matters and request an appropriate response.

For the avoidance of doubt, my concerns relate not merely to one isolated incident, but to what I perceive to be a wider pattern concerning communication, decision-making, the treatment of Oliver's individual needs, the implementation of school policy and the manner in which my attempts to raise legitimate concerns have been handled.

I would therefore respectfully request that this correspondence is treated as a formal complaint under the school's published complaints procedure.

1. Background

Oliver has attended Greenish Community Primary School since Reception and has, broadly speaking, been happy at the school.

However, Oliver can become anxious when routines change unexpectedly. I have previously communicated this to his class teacher, **Miss Emily Clarke**, and have attempted to ensure that the school understands that seemingly minor changes can sometimes have a disproportionate impact upon him.

I appreciate, of course, that teachers are responsible for a whole class and that it would neither be reasonable nor practicable for every individual preference expressed by a parent or child to be accommodated.

Nevertheless, I believe there is an important distinction between an unreasonable parental preference and a genuine concern regarding the emotional wellbeing of a child.

It is against that background that the following events should be understood.

2. The immediate incident

On Monday 19 October, Oliver returned home from school visibly upset.

After some encouragement, he explained that his usual classroom seat had been changed as part of a general reorganisation of the classroom.

I understand that teachers must be able to manage their classrooms and seating arrangements. My complaint is therefore **not simply that Oliver's seat was changed.**

My concern is that, given the information previously provided to the school about Oliver's difficulties with unexpected changes, there appears to have been no warning, preparation or conversation with him beforehand.

Oliver subsequently told me that when he asked whether he could return to his previous seat, he was told that "everyone has moved and you'll get used to it".

I acknowledge that this is Oliver's recollection and that I was not present in the classroom. I therefore accept that members of staff may have a different recollection or interpretation.

Nevertheless, the effect upon Oliver was significant enough that he remained upset after returning home.

3. My subsequent communication with the school

At approximately 4.15 pm that afternoon, I emailed Miss Clarke asking whether she could clarify what had happened.

I did not expect an immediate response.

However, when I had not received a response by the following afternoon, I sent a further email.

Miss Clarke subsequently replied explaining that the whole class seating arrangement had been changed and that Oliver was not singled out.

Unfortunately, I felt this response did not adequately engage with the substance of my concern.

My concern was never that Oliver had been uniquely selected for a seat change.

The issue was whether reasonable consideration had been given to his known anxiety around unexpected changes.

This distinction is, in my view, extremely important.

4. Concern regarding the tone and substance of the response

While Miss Clarke's email was not overtly rude, I found the response somewhat dismissive in tone and insufficiently sensitive to the concern I had raised.

My concern appeared, in my view, to have been reduced to a question of whether Oliver had been treated differently from other pupils.

Respectfully, that was not the point I was making.

The fact that all pupils were subject to the same change does not automatically mean that the effect of that change was the same for every pupil.

I was therefore disappointed that my concern was not acknowledged in a more individualised manner.

5. Wider concerns regarding communication

Regrettably, this is not the first occasion on which I have experienced difficulty obtaining what I consider to be a clear response from the school.

Earlier this term I emailed regarding Oliver misplacing his blue PE jumper and did not receive a response until three working days later.

I appreciate this example may appear minor when considered in isolation.

However, I mention it because I believe it illustrates a wider concern about communication between home and school.

Parents are repeatedly encouraged to communicate concerns at an early stage. It is therefore frustrating when attempts to do precisely that do not appear to receive timely or sufficiently detailed responses.

6. Consistency and fairness

I am also concerned about the apparent inconsistency between the school's stated commitment to supporting individual children and my recent experience.

The school website speaks positively about pupils feeling safe, valued and supported.

I would therefore welcome clarification as to how this commitment translates into everyday decision-making when a member of staff is aware that a particular pupil may struggle with changes to routine.

Again, I emphasise that I am **not asking for Oliver to be exempt from normal classroom expectations.**

I am asking whether his individual circumstances were appropriately considered.

These are materially different propositions.

7. Potential failure to properly consider Oliver's needs

I am particularly concerned that Oliver's anxiety may not have been given sufficient consideration.

I have previously raised with the school my belief that Oliver may have additional needs and that we are considering whether further assessment would be beneficial.

I appreciate that I am not qualified to diagnose Oliver, nor am I suggesting that the school should simply accept a parent's opinion as a clinical conclusion.

However, I would be concerned if the absence of a formal diagnosis resulted in observable difficulties simply being disregarded.

Accordingly, I would appreciate clarification regarding what information is currently recorded concerning Oliver's anxiety and how this information is communicated to the staff responsible for him.

8. Safeguarding and wellbeing

I also believe consideration should be given to Oliver's emotional wellbeing.

I wish to be absolutely clear that I am **not alleging that Oliver is in immediate danger**, nor am I seeking to exaggerate what has occurred.

Nevertheless, safeguarding should surely encompass the wider wellbeing of children, including the creation of an environment in which they feel able to communicate when something has caused them distress.

I would therefore appreciate reassurance regarding how Oliver's emotional wellbeing is being supported.

9. School policies

I would be grateful if the school could identify any relevant policies, procedures or guidance relating to:

1. pupil wellbeing;
2. additional needs;
3. communication with parents;
4. classroom management;
5. complaints;
6. equality and inclusion;

7. reasonable adjustments; and
8. the recording and sharing of relevant information about pupils.

Please also explain how those policies have been applied in Oliver's case.

10. Information requested

In order that I may fully understand how this situation has arisen, I would be grateful if the school could provide copies of, or access to:

- information recorded by the school concerning Oliver's anxiety;
- relevant communications relating to the decision to alter the Year 4/5 seating arrangements;
- any notes made following my communications with Miss Clarke;
- records concerning previous discussions with me about Oliver's individual needs;
- the school's current complaints policy;
- the school's SEND policy;
- the school's behaviour policy;
- relevant equality and inclusion policies; and
- any other information which the school considers relevant to the issues raised above.

For completeness, I would ask that this request is considered alongside any applicable rights I may have to access information held concerning Oliver.

11. Questions requiring a response

In order to ensure clarity and transparency, I would appreciate a response to each of the following questions:

1. Who made the decision to change the classroom seating arrangement?
2. What was the educational rationale for that decision?
3. Was Oliver's known anxiety considered beforehand?
4. If so, how?
5. If not, why not?
6. What information concerning Oliver's anxiety is currently recorded?
7. Which members of staff have access to that information?

8. Was Miss Clarke aware of my previous concerns?
9. Why was Oliver not prepared in advance for the change?
10. What steps were taken after he became upset?
11. Was his distress recorded?
12. Was anybody in the senior leadership team informed?
13. Why was I not informed?
14. What guidance exists for staff dealing with pupils who struggle with unexpected changes?
15. Does the school consider that its handling of the situation was appropriate?
16. If so, on what basis?
17. If not, what should have happened differently?
18. What learning has been identified?
19. What action will now be taken?
20. How will recurrence be prevented?

I would respectfully request that these questions are answered individually rather than through a generalised response.

12. Requested outcomes

I do not wish simply to complain for the sake of complaining.

My desired outcomes are constructive.

I would therefore like:

Firstly, an acknowledgement of the distress that Oliver experienced.

Secondly, clarification of what happened and why.

Thirdly, an explanation of what information the school currently holds regarding Oliver's anxiety.

Fourthly, reassurance that relevant members of staff will be appropriately informed about his needs.

Fifthly, advance warning to be provided where reasonably practicable before significant changes to Oliver's routine.

Sixthly, consideration of whether further pastoral support would be appropriate.

Seventhly, confirmation that the school's approach to responding to parental concerns will be reviewed.

Eighthly, an acknowledgement that my initial concern could have been handled more constructively.

Ninthly, confirmation that lessons arising from my complaint will be communicated appropriately within the school.

Finally, I would welcome a meeting with an appropriate senior member of staff to discuss how confidence between home and school can be restored.

13. Accountability and escalation

I sincerely hope that this matter can be resolved constructively and without the need for further escalation.

However, I also wish to make clear that I reserve my position should I remain dissatisfied with the school's response.

I would therefore be grateful if you could confirm:

- the stage of the school's complaints procedure under which this complaint is being considered;
- the person responsible for investigating it;
- the anticipated process;
- how I will be informed of the outcome; and
- what further escalation routes are available should the matter remain unresolved.

14. Conclusion

I reiterate that my objective is not confrontation.

My overriding priority is and remains Oliver's happiness, wellbeing and ability to access his education in a supportive environment.

I recognise the pressures under which schools and teaching staff operate, and I appreciate that difficult decisions must frequently be made.

At the same time, those pressures should not prevent legitimate parental concerns from being listened to carefully, investigated appropriately and addressed respectfully.

What began as a relatively simple concern regarding an unexpected classroom change has unfortunately developed into a broader question about communication, recognition of individual needs and the school's response when a parent raises a concern.

I therefore trust that the school will consider this complaint carefully, objectively and transparently.

I look forward to receiving acknowledgement of this complaint and a substantive response in accordance with the school's published complaints procedure.

Yours sincerely,

Sarah Benettonio

Parent of **Oliver Benettonio**

Year 4/5

Greenish Community Primary School