

TOP TIPS · DSLS & HEAD TEACHERS

Defensible decisions and collaborative working.

The Resolution Ready cycle

Same discipline, every situation

01

Listen

Hear the parent or the child before you react to the language.

02

Reflect

Test what you are hearing against duty, policy and the records.

03

Structure

Get the reasoning on the page so it can be followed by anyone.

04

Respond

Plain language, linked to evidence, holding the relationship.

Cycle, not checklist. *The same four moves work for a parental complaint and for a referral.*

01 AI-generated parent complaints

Read the concern, not the prompt

• Listen

HEAR THE CONCERN

- Read it twice. First for language, second for the actual concern.
- List real, distinct concerns. Three is more honest than five if there are only three.
- Send a short acknowledgement quickly.
- Do not mirror AI tone.
- Brief the staff member named at *listen*, not at *respond*.

• Reflect

TEST IT AGAINST THE RECORD

- Triangulate. Parent view, staff accounts, records, guidance. Four sources, not one.
- Separate what should have happened from what did happen.
- Check for bias on both sides.
- The complaint can be valid even when the language is AI-generated.

• Structure

SHOW YOUR THINKING

- Evidence next to the standard, analysis underneath. That is defensible.
- Show your thinking on the page, not just in your head.
- The reply is the audit trail Ofsted will see if patterns emerge.

• Respond

REPLY LIKE A HUMAN

- Plain language. No jargon. Readable by a parent.
- Link every finding to clear evidence. Upheld, not upheld, partially upheld.
- Acknowledge impact regardless of outcome. Takes the heat out of stage two and three.
- Identify proportionate actions and learning.

02 Threshold and escalation

When the local authority says no

• Listen

FIVE VOICES TO HEAR

- The voice of the child.** What they say, and what they do not say.
- The family.** Attendance, presentation, who is collecting.
- Colleagues across the school.** First signs sit in the margins.
- Other professionals.** GP, health visitor, police, early help.
- The local authority.** Their *no* tells you what they look for.

• Reflect

MAKE THE CASE

- Read the local threshold document. Most refusals turn on language.
- State what the child is experiencing in plain language first.
- Show the chain of support already tried.
- Cumulative impact and chronology, not single incidents alone.
- Drop the phrase *"if in doubt, refer."*

• Structure

GET IT ON THE PAGE

- Be specific. Behaviour, frequency, context, impact.
- Pattern, evidence, impact.** Three words across the top of the form.
- Record the rationale, not just the decision.
- Use the local threshold language.
- Use the escalation policy when needed.

• Respond

HOLD THE LINE

- Professional challenge, not personal. You are doing your job.
- Avoid *"you failed to."* Use *"the school's view is, we remain concerned because..."*
- Bring every disagreement back to the child.
- A system in which no one disagrees is not a safe system.

About Resolution Ready

We work with local authorities, schools, academies and trusts across complaints, safeguarding and pupil voice. **The first conversation is free.**

- **Complaints support** — parental complaints, governor panels, independent review.
- **Complaint training and resources** — built on real casework, with templates you can use straight away.
- **Pupil voice and facilitation** — including LEGO Serious Play® where it adds something.

TALK TO US

Bring this thinking into your school.

A short call is often enough to point you to the right next move. The first conversation is free.

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