

Raising concerns about your Educational Psychology Service (EPS): Guidelines for schools and settings who buy-in a traded service

Introduction

The following is intended to be read alongside the [Royal Borough of Greenwich Complaints Policy](#), with a particular focus on the Educational Psychology Service (EPS) and our work with schools/settings. The policy applies specifically to complaints or concerns raised by a school/setting about their traded EP service.

What is a complaint?

A complaint is an expression of dissatisfaction about the standard of service, actions or lack of action by the Council or its staff. Complaints may be relatively minor service issues which can be resolved after one, initial contact or may be more complex and go through the formal complaints' procedure.

What to expect from the EPS?

Before raising a concern or complaint, it is important to ensure there is a shared understanding of how the EPS works with schools/settings and what can be expected from the service. We recommend that schools/settings review the information on our [service page](#) and in the service specification, including our cancellation policy.

Schools purchase a service from the EPS, and all EPs hold professional qualifications in Educational Psychology. Based on the information provided, EPs exercise professional judgement to determine the most appropriate way to proceed with a piece of work. While EPs always aim to work collaboratively with schools, it is ultimately their responsibility to decide which approaches or assessment methods are most suitable for gathering the information required. EP assessments will vary, and different EPs may use different approaches depending on their psychological formulation and hypotheses.

All EPs are registered with the Health and Care Professions Council (HCPC) and must follow specific practice guidelines. These requirements may influence the EP's decisions, such as determining the suitability of work or when a piece of work can be appropriately closed. EPs provide autonomous advice and are bound to maintain high professional standards within their practice. As a result, their views may not always align with those of school staff or leaders, and they may offer supportive challenge where needed to help achieve the best possible outcomes for children and young people.

Informal methods for providing feedback

The Educational Psychology Service (EPS) welcome and actively encourage feedback from schools/settings and service users. This can be provided through informal means, such as discussions with the link EP to discuss and review how you work together (e.g. as part of a termly planning meeting/ end of year review). We also encourage schools/settings to share feedback using the online feedback forms below.

For feedback on specific activities/ EP involvement

EPS school/setting evaluation

<https://forms.gle/U4UvxmkuEzciXsNA9>

EPS parent/carer evaluation – to be completed by parents after EP work with their child

<https://forms.gle/UJlYv89vzhoBEQGq8>

EPS pupil evaluation – to be completed by child or young person after working with the EP

<https://forms.gle/WRA2hcJUuCX3bYCD6>

Annual feedback on the overall EP Service

EPS annual service evaluation

<https://forms.gle/QyFDPP5x6m2y14mz6>

What to do if you have a concern or complaint about your traded EP service?

Step 1: *Discuss with your EP*

The EPS value the relationships that we develop with school staff and service users. EPs endeavour to build collaborative, trusting and effective working relationships with RBG schools/settings. Where schools/settings have concerns about their EP Service, we encourage open communication between the school/setting and the EP as a first step in finding a resolution.

A record should be kept of any discussion of concerns or complaints raised by the school/setting with the EP, including any agreed actions or resolutions. This record should be shared between the school representative and the EP, and a date for review agreed.

Step 2: *Discuss with Principal Educational Psychologist (PEP)*

If the actions above do not result in a resolution, schools/settings should contact the PEP to share their concerns. This should include information about what has taken place at step 1 to find a resolution. It is expected that schools/settings will approach the PEP following discussion with the EP, and that any communication will remain confidential and restricted to these parties.

The PEP will:

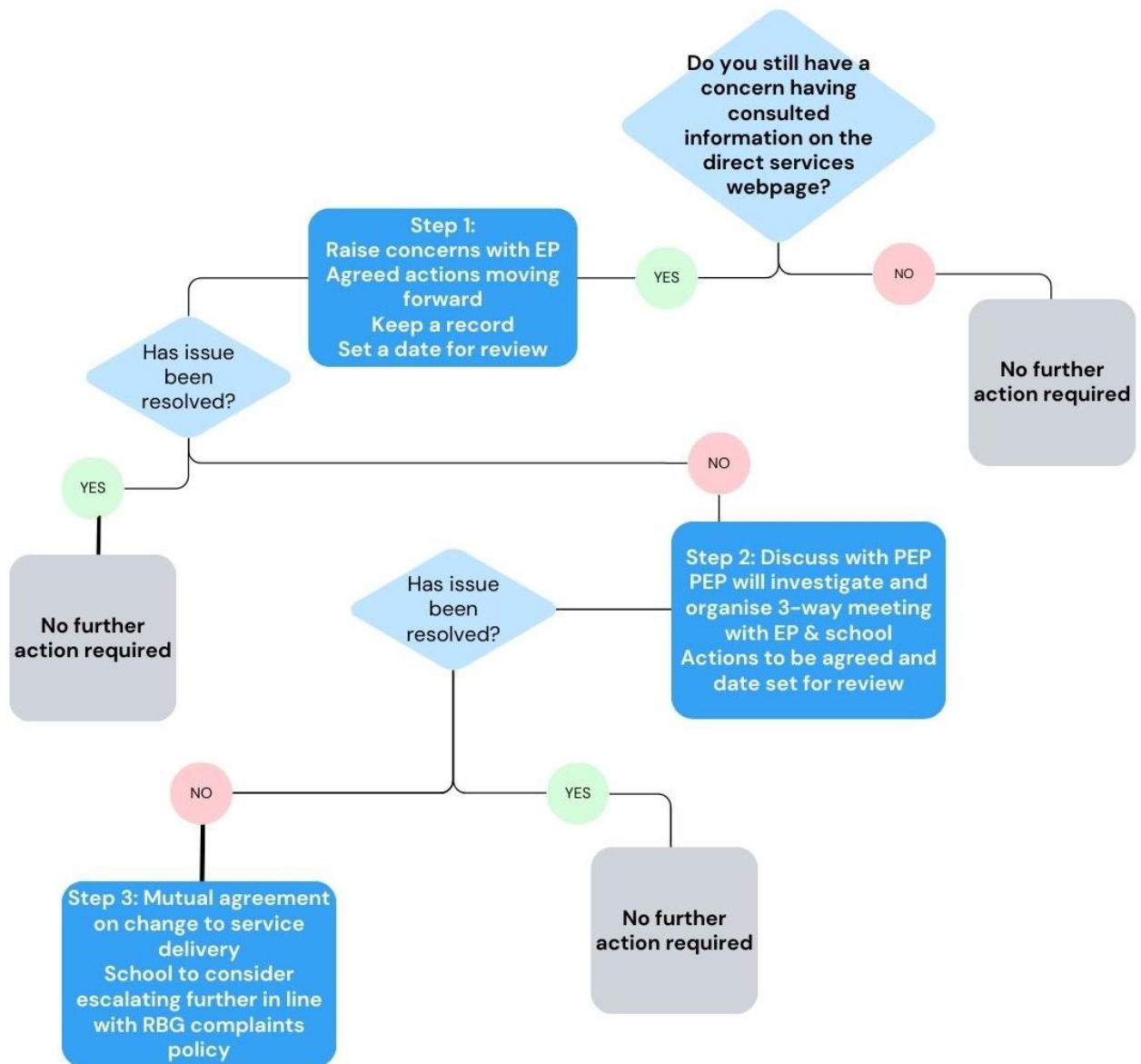
- Acknowledge the complaint or concern.
- Investigate further – gathering information from the school and the link Educational Psychologist (EP).
- On completion of further investigations, facilitate a discussion between the school/setting and the EP to consider whether a resolution can be agreed. A record of this meeting will be shared with agreed outcomes and, where relevant, a date for review.

It is expected that this will usually result in a resolution. In some exceptional circumstances, there might be a pause in the EP Service to the school/setting while matters are being investigated and, where this is the case, the EPS will aim to seek cover (contingent on staffing capacity).

If, upon review or during the meeting, it is agreed by all parties that the concern cannot be resolved, consideration will be given to a possible change to the service delivery. This is usually the last resort and it is hoped a solution can be found before this action is taken.

Step 3: If the school/setting is unhappy with the response of the EPS, a further complaint can be raised following the complaints procedure as outlined in the [Royal Borough of Greenwich Complaints Policy](#). Schools/settings can pursue the formal complaints process as set out in the policy at any time.

Flow Chart of Complaints Process



Date: March 2026