Shavington Academy

Guidance for Parents/Carers on using AI to raise a concern or complaint

Shavington Academy recognises that AI is becoming a common part of everyday life and understands that, for some parents and carers, it can be a helpful support. In particular, it may assist those who find written communication challenging, by helping them express their thoughts and concerns more clearly. AI is a tool which needs to be used correctly to ensure best outcomes.

In light of this, please find below a practical checklist for those wishing to use AI when communicating with the academy. This guide is designed to help parents use AI in a way that supports respectful communication, avoids escalation and protects personal data.

1.	**Find and read the relevant policies first**
	Before you write anything, find and read the relevant policy. For most concerns, this will be the academy's Complaints Policy, but it could also be the SEND policy, Behaviour Policy or Safeguarding Policy. Please also consider the academy's continued commitment to promoting constructive working relationships with parents/carers, details of which can be found in the academy's Respectful Contact and Communication Policy. These policies can be found on the academy website. We would also recommend reading the ParentKind Guide to Complaints.
Why this is important	AI tools don't know what our specific procedures, processes and timelines are. These are all set out in our policies and are often location and setting specific. It is important that you are clear when you can expect a response to your communication and what outcomes may be offered to you. These may be different to what the AI model states.

2.	**Ensure you provide the AI model with clear, accurate information**
	The quality of the AI output depends on what information you put in. A simple question or sentence is not enough to produce accurate results. Using a prompt (a template or structure of inputting information into AI) will help guide AI toward producing the desired outcome. AI tools do not know what happened – it can only work with the information you give it, and it may fill gaps with invented details that sound convincing but are untrue. Write down the key facts yourself first before using an AI tool. Be specific: describe what happened, when it happened, where it happened, who was involved, how it affected your child, any steps you've already taken and what you would like to happen next. Make sure you include all of the information we need (for formal complaints, this information can be found in the academy's Complaints Policy). You don't need to use formal language – write in your own words and let AI help with the structure. We also advise that you do not use specific personal information (names, etc.) in your prompts, to ensure that data is kept safe.

	Please remember that AI tools are not part of the academy system, so it is important to refrain from entering any personal information. You should avoid sharing: • Your child's name • Other children's names • Sensitive or medical information • Addresses, emails and phone numbers • Safeguarding concerns • Any detail that is highly personal or confidential
Why this is important	Using a high-quality prompt is important because it directly shapes the quality, accuracy and usefulness of the response you get. There are some sample prompts below.

3.	**Review and edit the draft**
	AI can produce a well-structured letter quickly, but it won't always get the tone, emphasis or facts right. Read through carefully and ask yourself; does this sound like me? Are the details correct? Is anything missing or overstated? A shorter, focused letter is often more effective than a long one. If the AI has produced something lengthy, ask it to shorten it – for example: "Can you shorten this to one page, keeping the main concern and the outcome I'm asking for?" Do not assume that anything stated by AI is factually correct. AI may sound confident but can include errors. It is also important to check the tone of the response produced as references to legislation, threatening demands and aggressive grievances can escalate issues unnecessarily.
Why this is important	You will need to check for factual accuracy, correct names and dates, appropriate tone, and that all the information we need is included.

4.	**Final checks**
	• Check that you have followed all the steps above • Check that your outcome is clearly stated in your letter or email • Check that all facts, dates and names are correct • Check that the tone is clear, professional and respectful
Why this is important	We want to work with you to answer your questions and resolve your concerns. Long or unclear communications, containing AI generated inaccuracies, take time to unpick and are particularly complex to respond to. This could mean further communications from our staff seeking the clarity we need and may even delay the resolution you are looking for.

Example Prompts

The following prompts illustrate how AI tools can be used to effectively to help you prepare a concern or complaint email/ letter.

In each case, you should replace the descriptions in square brackets with the specific details.

Prompt 1 – Creating a timeline and summary of your concerns

“I want to raise a concern with my child’s school about [describe the issue in general terms, e.g. ‘how I feel a bullying incident was handled’].

The key things that happened are: [list the main events in the order they happened, using descriptions such as ‘my child’, ‘the class teacher’, etc. instead of names].

“Can you help me to organise these into a clear, chronological summary that I can use when speaking to the school?”

Prompt 2 – Structuring a written complaint

“I need to write a formal complaint to my child’s school. The issue is [describe the issue]. I have already tried to resolve the issue informally by [describe what you did].

The key facts are [list the facts].

The outcome I am looking for is [list the resolution you are looking for].

Please do not reference specific laws or things I have not explicitly mentioned in this prompt.”

Prompt 3 – Checking clarity, tone and length

“I have drafted the following complaint to my child’s school: [paste your draft, with personal details (names of children, staff etc.) removed].

How could I make this clearer and more constructive in tone, without changing the facts or adding anything new?”