



## Complaints Policy and Procedure

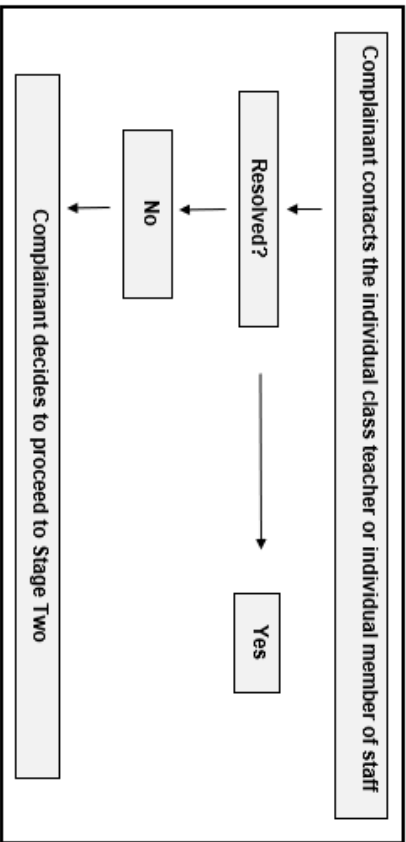
Owner:	Executive Headteacher
Date Ratified:	20 <sup>th</sup> May 2020
Ratified by:	Full Governing Body
Date Policy to be reviewed:	Autumn 2022



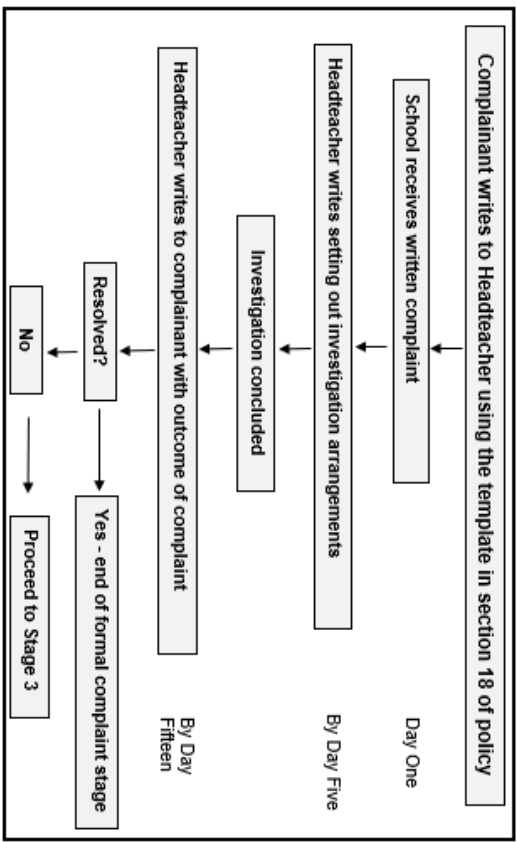
# Appendix 1 Complaints' Procedure Flow Chart for Parents and Staff

## Stage One- Informal Stage

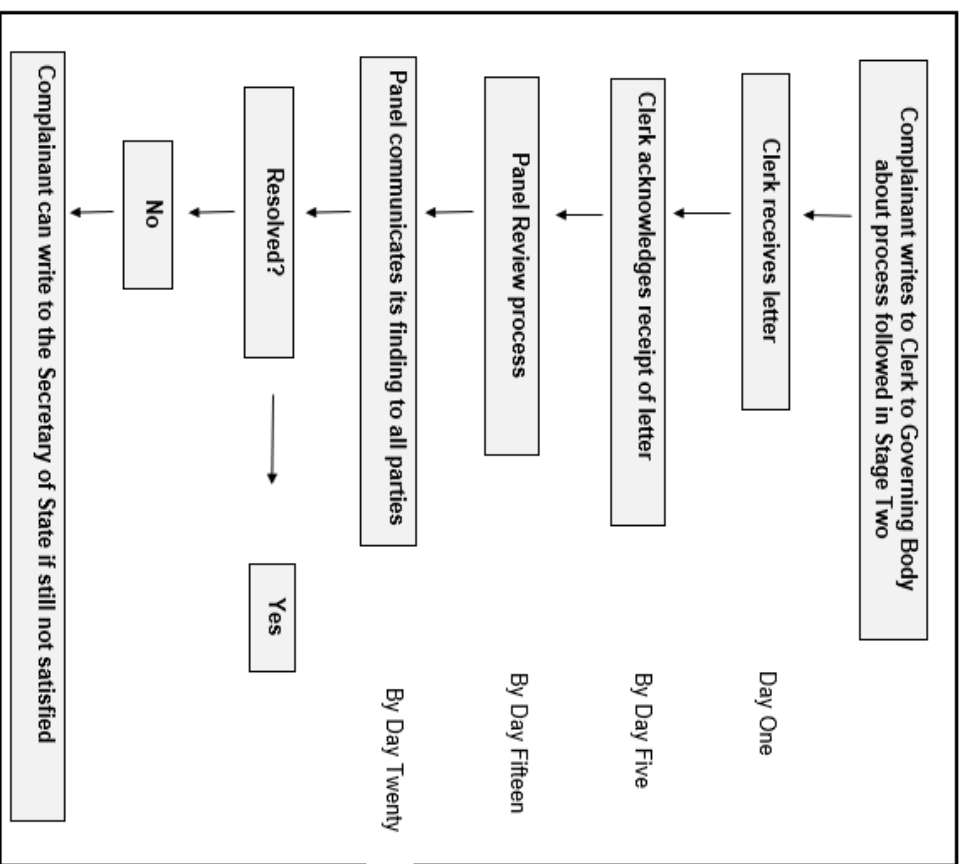
The expectation for all parents is to start here.



## Stage Two – Formal Stage



## Stage Three Governors Review Panel



Note: If the complaint is about the actions of the headteacher or the Executive Headteacher then the Chair of Governors carries out the Headteacher's roles as indicated above or in the flow chart diagram.

# Complaints Policy and Procedure

## Aims and Purpose of the policy

Our school aims to meet its statutory obligations when responding to complaints from parents of pupils at the school, and others.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect complainants' desire for confidentiality
- Treat complainants with respect and courtesy
- Ensure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law
- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into school improvement evaluation processes

**We try to resolve concerns or complaints by informal means wherever possible.**

Where this is not possible, formal procedures will be followed.

The school will aim to give the complainant the opportunity to complete the complaints procedure in full.

To support this, we will ensure we publicise the existence of this policy and make it available on the school website.

Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals.

## 1. Legislation and Guidance

This document meets the requirements of section 29 of the [Education Act 2002](#), which states that schools must have and make available a procedure to deal with all complaints relating to their school and to any community facilities or services that the school provides.

It is also based on [guidance for schools on complaints procedures](#) from the Department for Education (DfE), including the model procedure, and model procedure for dealing with unreasonable complaints.

In addition, it addresses duties set out in the [Early Years Foundation Stage statutory framework](#) with regards to dealing with complaints about the school's fulfilment of Early Years Foundation Stage requirements.

## 2. Definitions and Scope

### Definitions

The DfE guidance explains the difference between a concern and a complaint:

- A **concern** is defined as “an expression of worry or doubt over an issue considered to be important for which reassurances are sought”. The school will resolve concerns through day-to-day communication as far as possible.
- A **complaint** is defined as “an expression of dissatisfaction however made, about actions taken or a lack of action”.

### Scope

The school intends to resolve complaints informally where possible, at the earliest possible stage. There may be occasions when complainants would like to raise their concerns formally (Stage 2). This policy outlines the procedure relating to handling such complaints.

Please see our separate policies for procedures relating to these types of complaint. Arrangements for handling complaints from parents of children with special educational needs (SEN) about the school’s support are within the scope of this policy.

Such complaints should first be made to SENCO; they will then be referred to this complaints policy. Our SEND policy and report includes information about the rights of parents of pupils with disabilities who believe that our school has discriminated against their child.

Complaints about services provided by other providers who use school premises or facilities should be directed to the provider concerned.

This procedure covers all complaints about any provision of community facilities or services by Claycots Primary School, other than complaints that are dealt with under other statutory procedures, including those listed on the next page.

Exceptions	Who to contact
Admissions to schools  Statutory assessments of special educational needs  School re-organisation proposals	Concerns about admissions, statutory assessments of special educational needs or school reorganisation proposals should be raised with Slough Local Authority.
Matters likely to require a Child Protection Investigation	Complaints about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant statutory guidance. If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding or the Multi-Agency Safeguarding Hub (MASH). Nicola Johnstone (LADO) 01753 474053.
Exclusion of children from school*	Further information about raising concerns about exclusion can be found at <a href="http://www.gov.uk/school-discipline-exclusions/exclusions">www.gov.uk/school-discipline-exclusions/exclusions</a> .  *complaints about the application of the behaviour policy can be made through the school's complaints procedure. The school's behaviour policy can be found on the school's website.
Whistleblowing	We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors.  The Secretary of State for Education is the prescribed person for matters relating to education for whistle-blowers in education who do not want to raise matters direct with their employer. Referrals can be made at: <a href="http://www.education.gov.uk/contactus">www.education.gov.uk/contactus</a>  Volunteer staff who have concerns about our school should complain through the school's complaints procedure. You may also be able to complain direct to the local authority or the DfE (see link above), depending on the substance of your complaint.
Staff Grievances	Complaints from staff will be dealt with under the school's internal grievance procedures.
Staff Conduct	Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate. Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.
Complaints about services provided by other providers who may use school premises or facilities	Providers should have their own complaints procedure to deal with complaints about service. Please contact them direct.
National Curriculum Content	Please contact the DfE at: <a href="http://www.education.gov.uk/contactus">www.education.gov.uk/contactus</a>

If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or tribunals, this may impact on our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.

If a complainant commences legal action against Claycots Primary School in relation to their complaint, we will consider whether to suspend the complaints procedure in relation to their complaint until those legal proceedings have concluded.

### 3. Who can make a complaint?

This complaints procedure is mainly aimed at parents or carers of children who are registered at the school, but it is not limited to them.

Any member of the public may make a complaint to Claycots Primary School about any provision of facilities or services that the school provides.

Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), the school will use this complaints procedure.

### 4. The difference between a concern/informal complaint and a formal complaint

A concern or informal complaint may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A formal complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

It is in everyone's interest that concerns, informal complaints and formal complaints are resolved at the earliest opportunity.

**Many issues can be resolved informally, without the need to use the formal stages of the Complaints Procedure. Claycots Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.**

If you have difficulty discussing a concern with a particular member of staff, the Headteacher of the each relevant campus, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Headteacher will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Claycots Primary School will attempt to resolve the issue internally, through the stages outlined within this Complaints Procedure.

When investigating a complaint, we will try to clarify:

- What has happened
- Who was involved
- What the complainant feels would put things right

## **5. How to raise a concern or make an Informal Complaint – The Informal Stage (Stage 1)**

A concern can be made in person, in writing or by telephone. The majority of concerns can be dealt with without resorting to the Formal Complaints Stage. This process is referred to as making an Informal Complaint or raising a concern. (The Informal Stage)

Where the Complainant has a concern or query about any aspect of the school or their child's education or wellbeing, raise this with their child's Class Teacher or Year Group Leader or Assistant Headteacher in the first instance. Ideally, they will be able to address the Complainant's concerns immediately or they can arrange a meeting with them to discuss the issue.

All concerns will be dealt with confidentially, although it may be necessary to take notes if the matter may need to be taken further or may arise again in the future.

With an Informal Complaint, the Complainant should start by sharing their concern with the Class Teacher. In a large school like Claycots, this is usually the best and quickest way of resolving issues. In some cases, the Class Teacher may feel it more appropriate to refer the Complainant to a more senior or experienced member of staff who will try to resolve the concern informally.

It is recommended that the Complainant makes an appointment to speak to the Class Teacher as soon as possible as this will give both parties the opportunity to talk about the issue without being interrupted.

It is important to recognise that Claycots is a busy and large organisation and may not be able to offer an appointment straight away. The purpose of this meeting should be to establish the nature of the concern and to seek a resolution to the problem. It is good practice for the Class Teacher or more senior member of staff to make a brief written record of the concerns raised and any actions agreed. They may need to talk to others before they can respond to you. The Complainant should be given a timescale for a response usually within 5 working days

Complainants should not approach individual governors to raise concerns, Informal Complaints or Formal complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at stage 3 of the formal procedure.

Complaints against school staff (except the Headteacher or Executive Headteacher) should be made in the first instance, to the Headteacher of the Town Hall or Britwell Campus via the school office. Please mark them as 'private and confidential'.

Complaints that involve or are about the Headteacher or Executive Headteacher should be addressed to the Chair of Governors, via the school office. Please mark them as 'private and confidential'.

Complaints about the Chair of Governors, any individual governor or the whole Governing Body should be addressed to the Clerk to the Governing Body via the school office. Please mark them as 'private and confidential'.

For ease of use, a template complaint form is included at the end of this procedure.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing



information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

## **6. Anonymous Complaints**

The school will not normally investigate anonymous complaints.

## **7. Duplicate Complaints**

If, after closing a complaint at the end of the complaint's procedure, we receive a duplicate complaint from a spouse, a partner, a grandparent or a child not attending this school, we will remind them that we have already considered the complaint and the local process is complete. Complainants will be advised to contact the DfE if they are dissatisfied with our handling of the complaint.

## **8. Complaint Campaigns**

If we receive what we consider to be a large volume of complaints, all based on the same subject and possibly from complainants not connected to the school, then we will treat these complaints as being part of a campaign and respond in one of the following two ways, depending upon the nature and scale of the complaint:

- send the same response to all complainants; or
- publish a single response on the school's website.

## **9. Timescales**

Complainants must raise the formal or informal complaint within three months of the incident, or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply. For example; closure of school for a long period of time; long term illness of a close family member.

## **10. Complaints received outside of term time**

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

## **11. Resolving Complaints**

At each stage in the procedure, Claycots Primary School wants to resolve the complaint. If appropriate, we will acknowledge that the complaint is upheld in whole or in part.

## 12. Roles and Responsibilities for Formal Complaints

### Complainant

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- refrain from publicising the details of their complaint on social media and respect confidentiality.

### Investigator

The investigator's role is to establish the facts relevant to the complaint by:

- providing a comprehensive, open, transparent and fair consideration of the complaint through:
  - sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved;
  - interviewing staff and children/young people and other people relevant to the complaint;
  - consideration and analysis of records and other relevant information;
- liaising with the complainant and the complaints coordinator as appropriate to clarify what the
- complainant feels would put things right.

The investigator should:

- conduct interviews with an open mind and be prepared to persist in the questioning;
- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting;
- ensure that any papers produced during the investigation are kept securely pending any appeal;
- be mindful of the timescales to respond;
- prepare a comprehensive report for the Headteacher or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems.

The Headteacher or complaints committee will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

### Complaints coordinator

This could be the Headteacher/designated complaints governor or other staff member providing administrative support. The complaints coordinator should:

- ensure that the complainant is fully updated at each stage of the procedure; liaise with staff members, the Headteacher, Chair of Governors, Clerk and local authorities (if appropriate) to ensure the smooth running of the complaints procedure;
- be aware of issues regarding:

- sharing third party information;
- additional support – this may be needed by complainants when making a complaint including interpretation support;
- keep records.

### **Clerk to the Governing Body**

The Clerk is the contact point for the complainant and the committee and should:

- ensure that all people involved in the complaint procedure are aware of their legal rights and duties, including any under legislation relating to school complaints, education law, the Equality Act 2010, the Freedom of Information Act 2000, the Data Protection Act (DPA) 2018 and the General Data Protection Regulations (GDPR);
- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible;
- collate any written material relevant to the complaint (for example; stage 1 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within an agreed timescale;
- record the proceedings;
- circulate the minutes of the meeting;
- notify all parties of the committee's decision.

### **Committee Chair**

The Committee's Chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Clerk) to provide any additional information relating to the complaint by a specified date in advance of the meeting;
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy;
- complainants, who may not be used to speaking at such a meeting, are put at ease;
- the remit of the committee is explained to the complainant;
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR – if a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the meeting;
- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself;
- the issues are addressed; key findings of fact are made;
- the committee is open-minded and acts independently;
- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure;
- the meeting is minuted;
- they liaise with the Clerk (and complaints coordinator, if the school has one).

### **Committee Member**

Committee members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so. No governor may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it;

- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant. We recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations;
- many complainants will feel nervous and inhibited in a formal setting. Parents/carers often feel emotional when discussing an issue that affects their child;
- extra care needs to be taken a child/young person is present during all or part of the meeting. Careful consideration of the atmosphere and proceedings should ensure that any child/young person present does not feel intimidated. The committee should respect the views of the child/young person and give them equal consideration to those of adults. Where the child/young person's parent is the complainant, the committee should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend;
- however, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests;
- the welfare of the child/young person is paramount.

### **13. Withdrawal of Formal Complaint**

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

## 14. Stage of Formal Complaints Procedure (Stage 2)

Where possible, it is expected that the complainant follow the Informal Complaint Procedures outlined in Section 5. If the complainant feels dissatisfied with the outcome of discussions with the Class Teacher or more senior Staff Member ie Year Group Leader or Assistant Headteacher, they must then put their complaint in writing using the Complaint Form outlined in Section 18.

It is also helpful if the Complainant can set out what resolution they are seeking. This needs to be documented on the Complaint Form.

Formal complaints must be made to the Headteacher (unless they are about the Headteacher), via the school office. The Headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 5 school days.

Within this response, the Headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The Headteacher can consider whether a face to face meeting is the most appropriate way of doing this. The Headteacher will ascertain whether the complainant has exhausted the informal procedures first and may, where appropriate refer the complainant to the informal procedure to ensure that where possible the resolution requested can be resolved without needing to proceed further with the formal stage or a meeting with the Headteacher. Once the nature of the complaint has been established, the headteacher or another delegated staff member will decide whether an investigation is the most appropriate action.

Note: The Headteacher may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the Headteacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish;
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the Headteacher will provide a formal written response within 15 school days of the date of receipt of the complaint. If the Headteacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Claycots Primary School will take to resolve the complaint.

The Headteacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 2. If the complaint is about the Headteacher or a member of the Governing Body (including the Chair or Vice-Chair), a suitably skilled governor will be appointed to complete all the actions at Stage 2.

Complaints about the Executive Headteacher, Headteacher or member of the Governing Body must be made to the Clerk, via the school office.

If the complaint is jointly about the Chair and Vice Chair, or the entire Governing Body, or the majority of the Governing Body, stage 2 will be considered by an independent investigator

appointed by the Governing Body. At the conclusion of its investigation, the independent investigator will provide a formal written response.

### **15. Stage of Complaints Procedure (Stage 3)**

If the complainant is dissatisfied with the outcome at stage 1 and 2 and wishes to take the matter further, they can escalate the complaint to stage 2 – a meeting with members of the Governing Body's Complaints Committee, which will be formed of the first three, impartial, governors available. This is the final stage of the Complaints Procedure.

A request to escalate to stage 3 must be made to the Clerk, via the school office, within 5 school days of receipt of the stage 1 and 2 responses.

The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 5 school days.

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 15 school days of receipt of the stage 3 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

The Complaints Committee will consist of at least three governors with no prior involvement or knowledge of the complaint. Prior to the meeting, they will decide among themselves who will act as the chair of the complaints committee. If there are fewer than three Governors from Claycots Primary School available, the Clerk will source any additional, independent governors through another local school or through their local authority's governor services team, in order to make up the committee. Alternatively, an entirely independent committee may be convened to hear the complaint at stage 3.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making its decision it will be sensitive to the complainant's needs.

If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend.

Representatives from the media are not permitted to attend.

At least 5 school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible;
- request copies of any further written material to be submitted to the committee at least 5 school days before the meeting.

Any written material will be circulated to all parties at least 2 school days before the date of the meeting. The committee will not normally accept as evidence recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded. The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from stage 2 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The Committee will consider the complaint and all the evidence presented.

The Committee can:

- uphold the complaint in whole or in part;
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint;
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the committee will provide the complainant and Claycots Primary School with a full explanation of their decision and the reason(s) for it, in writing, within 5 school days. The letter to the complainant will include details of how to contact the DfE if they are dissatisfied with the way their complaint has been handled by Claycots Primary School.

If the complaint is jointly about the Chair and Vice Chair or the entire Governing Body or the majority of the Governing Body, stage 3 will be heard by a committee of independent governors.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions Claycots Primary School will take to resolve the complaint.

The response will also advise the complainant of how to escalate their complaint should they remain dissatisfied.

## 16. Next Steps

If the complainant believes the school did not handle their complaint in accordance with the published complaints procedure or they acted unlawfully or unreasonably in the exercise of their duties under education law, they can contact the Department for Education after they have completed Stage 3.

The DfE will not normally reinvestigate the substance of complaints or overturn any decisions made by Claycots Primary School. They will consider whether Claycots Primary School has adhered to education legislation and any statutory policies connected with the complaint.

The complainant can refer their complaint to the DfE online at [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus), by telephone on 0370 000 2288 or by writing to:

Department for Education  
 Piccadilly Gate  
 Store Street  
 Manchester

M1 2WD

## 17. Communication

This policy will be communicated via email, the School's Website the Staff Handbook and the Teachers' Shared Drive.

This policy is reviewed every year.

Version	Authorised	Review Date	Effective Date	Approved Date
1	Full Governing Body	20 <sup>th</sup> May 2020	20 <sup>th</sup> May 2020	



**18. Complaint Form**

Please complete and return to the Headteacher who will acknowledge receipt and explain what action will be taken.

<b>Your name:</b>
<b>Pupil's name (if relevant):</b>
<b>Your relationship to the pupil (if relevant):</b>
<b>Address:</b>  <b>Daytime telephone number:</b>  <b>Evening telephone number:</b>
<b>Please give details of your complaint, including whether you have spoken to anybody at the school about it.</b>
<b>What actions do you feel might resolve the problem at this stage?</b>
<b>Are you attaching any paperwork? If so, please give details.</b>
<b>Signature:</b>
<b>Date:</b>
<b>Official Use</b>
<b>Date of acknowledgement sent:</b>
<b>By who:</b>
<b>Complaint referred to:</b>
<b>Date:</b>

## 19. Policy for managing serial and unreasonable complaints

Claycots Primary School is committed to dealing with all complaints fairly and impartially, and to providing a high-quality service to those who complain. We will not normally limit the contact complainants have with our school.

However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

Claycots Primary School defines unreasonable behaviour as that which hinders our consideration of complaints because of the frequency or nature of the complainant's contact with the school, such as, if 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;
- refuses to accept that certain issues are not within the scope of the Complaints Procedure;
- insists on the complaint being dealt with in ways that are incompatible with the Complaints Procedure or with good practice;
- introduces trivial or irrelevant information that they expect to be taken into account and commented on;
- 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 school's complaint procedure has been fully and properly implemented and completed including referral to the DfE;
- seeks an unrealistic outcome;
- makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with;
- uses threats to intimidate or to bring the school's or an individual's reputation into disrepute;
- uses abusive, offensive or discriminatory language or violence;
- knowingly provides falsified information; and/or
- publishes unacceptable information on social media or other public forums.

Complainants should try to limit their communication with the school that relates to their complaint, while the 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 Executive Headteacher, the Headteacher or Chair of Governors will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

If the behaviour continues, the Executive Headteacher or the Headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact Claycots Primary School causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will be reviewed after six months.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from Claycots Primary School for a period of time or permanently.

### **Persistent correspondence**

If complainants frequently contact the school, causing a significant level of disruption, but refuse to engage with the Complaints Procedure, Claycots Primary School can:

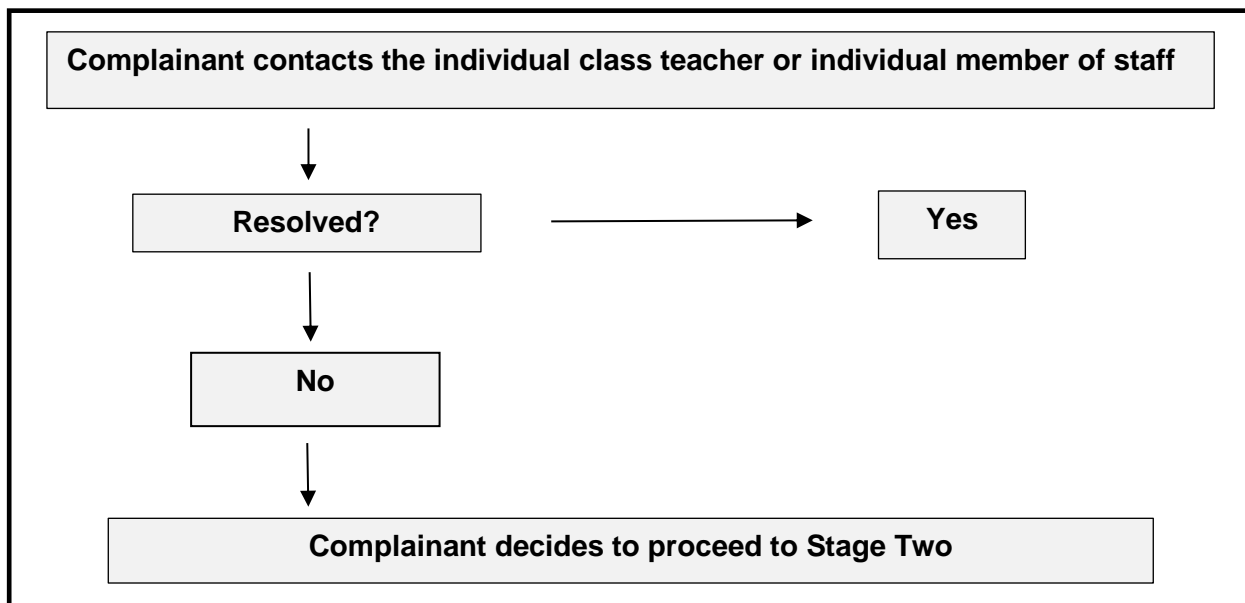
- restrict the complainant to a single point of contact via an email address; and/or
- limit the number of times the complainant can make contact.

This restriction will be limited to the complainant's capacity to complain. For all other issues the complainant can contact the school as normal.

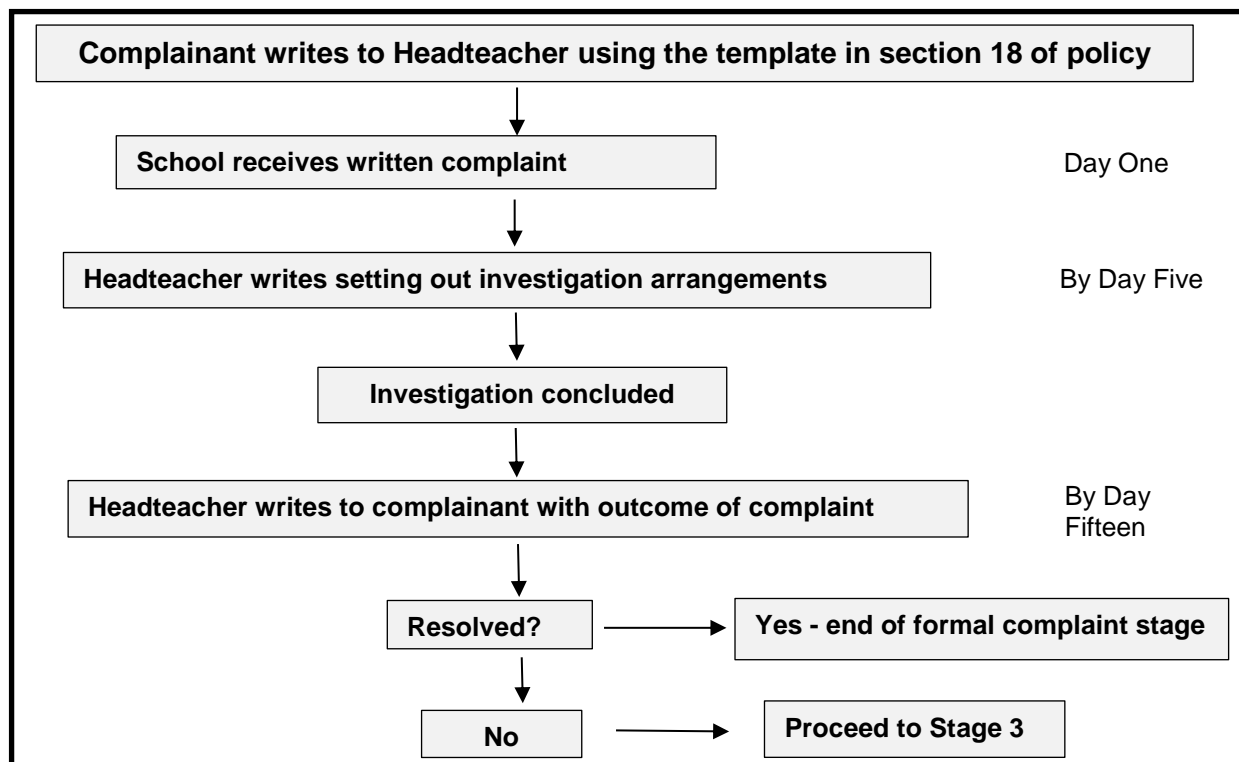
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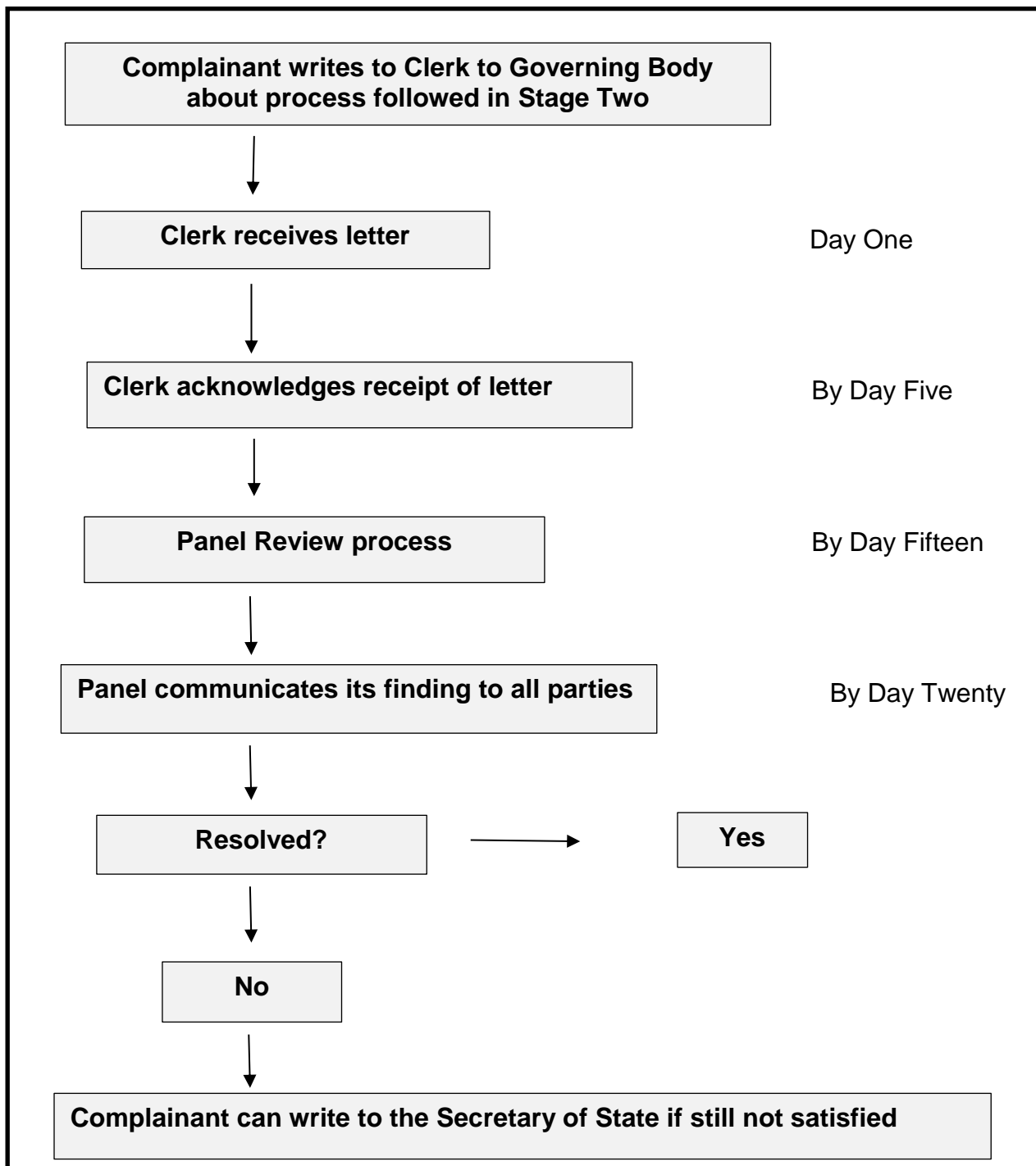
The expectation for all parents is to start here.



## Stage Two – Formal Stage



### Stage Three Governors Review Panel



Note: If the complaint is about the actions of the headteacher or the Executive Headteacher then the Chair of Governors carries out the Headteacher's roles as indicated above or in the flow chart diagram.