

# Parkstone Grammar School



## COMPLAINTS POLICY

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<b>APPROVED BY</b>	Students and Staff Committee
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<b>TYPE OF POLICY</b>	Statutory



# COMPLAINTS POLICY

## AIMS OF POLICY

The Education (Independent School Standards) Regulations 2014, summarised in Appendix A, states that all Academies have to have in place a procedure to deal with complaints relating to the School and to any community facilities or services that the School provides.

## EQUAL OPPORTUNITIES

Parkstone Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible. This policy ensures that any breaches of the school's equality duty can be reported and investigated fairly.

## SAFEGUARDING

Parkstone Grammar School is committed to the safeguarding of its students and would encourage any stakeholder to use this, or another policy, where they feel the safety of students or staff has not been maintained.

## CORE SCHOOL VALUES

We want to support every child to reach their potential and therefore it is important that stakeholders use this policy where they feel the school may not have fulfilled this duty.

## LINKED POLICIES

- Safeguarding Policy
- Grievance Policy
- Information Handling Policy

## WHAT AREAS ARE COVERED IN THIS POLICY?

This policy outlines the detailed procedures for making a complaint to Parkstone Grammar School and how this complaint will be dealt with and what the complainant can expect to receive within timeframes.

## COMPLAINTS PROCEDURE

### 1. Framework of Principles

Our Complaints Procedure will:

- Encourage resolution of problems by informal means wherever possible;
- Be non-adversarial;
- Be easily accessible and simple to understand and use;
- Ensure that all complaints are taken seriously and dealt with impartially and sensitively;
- Allow swift handling with established time-limits for action and keep people informed of the progress;
- Ensure a full and fair investigation by an independent person where necessary; all complaints should be dealt with in confidence;
- Address all the points at issue and provide an effective response and appropriate redress, where necessary;
- Provide information to the School's senior leadership team so that services can be improved.
- Throughout the complaint process, the school will be sensitive to the needs of all parties and ensure reasonable adjustments are made to accommodate individuals



## 2. General Procedures

The following outlines the key stages of our complaints procedure

Stage 1	Raising a concern
Stage 2	Formal complaint - referral to Headteacher
Stage 3	Referral to the Chair of Trustees
Stage 4	Review by the Trustees' Complaints Panel
Stage 5	Referral to the EFA
Stage 6	Referral to the DfE

## 3. Dealing with Complaints

### 3.1 Stage 1 – Raising a Concern

Concerns can be raised with the School at any time and will generate an immediate response, which will resolve the concern. If the complaint relates to a student, in the first instance contact should be made with your child's class room teacher or form tutor. Any person, including members of the general public, may make a complaint about any provision of facilities or services that the school provides. In the first instance, complaints, not directly related to an individual student, should be addressed to [office@parkstone.poole.sch.uk](mailto:office@parkstone.poole.sch.uk).

Initial concerns or queries may be received by letter, email, telephone or in person. Concerns taken seriously at the earliest stage, will reduce the numbers that develop into formal complaints. The underlying principle is that concerns ought to be handled, if at all possible, without the need for formal procedures.

On some occasions the concern raised may require investigation or discussion with others. The outcome of this investigation will be notified as soon as possible. It is anticipated that the vast majority of concerns will be satisfactorily dealt with in this way.

### 3.2 Stage 2 – Formal Complaint

Formal procedures will need to be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further. All formal complaints must be received in writing, addressed to the Headteacher.

On receipt of the complaint the Headteacher will inform the person / people concerned and initiate an investigation. The Headteacher may delegate the task of collating the information to another staff member but not the decision on the action to be taken.

Once all of the facts have been established, the Headteacher will either produce a written response to the complainant, or decide to meet the complainant to discuss / resolve the matter directly. A written response should contain an outline of the complaint and a summary of the response to the complaint, including the decision reached and the reasons for it. Where appropriate, this should also include what response the School will take to resolve the complaint.

When the investigation has been concluded the complainant and the member of staff concerned will be informed in writing of the outcome. This will inform the complainant that should he / she wish the complaint to progress to the third stage of this procedure, he / she should then send a written request stating this to the Chair of Trustees within 10 working days of receiving the response. If no further communication is received from the complainant within 10 working days, it is deemed that the complaint has been resolved satisfactorily.



If the complaint is an allegation of inappropriate behaviour with regard to children, the allegation will be handled in accordance with the Poole Multi-Agency Procedures and Guidance. If the complaint is an accusation of professional misconduct, then the School disciplinary procedures will be observed. In that event, Stages 3 – 6 will not apply.

### **3.3 Stage 3 – Review by the Chair of Trustees**

If the complainant does not feel the matter has been resolved fully he /she must submit a written request to the Chair of Trustees for their complaint to be further considered. This request will be acknowledged within 10 School days. A written statement outlining the decision of the Chair of Trustees will be sent to the complainant and the Headteacher within 10 School days after the acknowledgement.

### **3.4 Stage 4 – Complaint Heard by Complaints Panel**

If a complainant is not happy with the outcome of stage 3 they need to write to the Clerk to the Trustees giving details of the complaint within 5 working days. The Clerk to the Trustees will write to the complainant acknowledging receipt of the written request for the complaint to be heard by a Complaints Panel. This acknowledgement must be sent within 5 working days. The composition and remit of the Complaints Panel, the role and responsibilities of the clerk and the Chair of the Complaints Panel are summarised in Appendix A.

The Clerk to the Trustees will forward arrangements for hearing the complaint within 20 working days of receiving it. The letter will explain that the complainant has the right to submit any further documents relevant to the complaint. These must be received at least 5 working days before the date of the hearing to allow adequate time for the documents to be circulated. No person involved should have previous involvement in the complaint.

The Clerk to the Trustees will write and inform the complainant and any witnesses, the Panel and Headteacher of the date and location of the meeting 10 working days in advance of the hearing. The notification to the complainant will also inform him / her of the right to be accompanied to the meeting by a friend / interpreter. The letter will explain how the meeting will be conducted and the complainant's right to submit further written evidence to the Panel, and their right to be accompanied to the hearing. The Headteacher has the right to bring representation if so desired.

The Complaints Panel hearing is the last School-based stage of the complaints process, and is not convened to merely rubber-stamp previous decisions. Individual complaints would not be heard by the whole Governing Body at any stage, as this could compromise the impartiality of any hearing set up for disciplinary purposes against a member of staff following a serious complaint.

#### **Notification of the Panel's decision**

The Chair of the Panel needs to ensure that the complainant is notified of the Panel's decision, in writing, with the Panel's response; this will usually take place within five working days.

### **3.5 Stage 5 - Referral to the ESFA**

If the complainant feels that the decisions taken by the Panel do not redress the matter, there is a further option to notify the ESFA (Education and Skills Funding Agency). The ESFA will not usually investigate complaints until the School's entire Complaints Procedure has been exhausted. The ESFA cannot review or overturn decisions about complaints made by Academies. They can only investigate whether the Academy considered the complaint appropriately. If the ESFA finds that an Academy did not consider a complaint appropriately it can request the Academy to reconsider the complaint.



The ESFA will investigate complaints about:

- undue delay or non-compliance with published complaints procedures;
- allegations that the School has acted unlawfully or failed to comply with a contractual duty imposed on it under its Funding Agreement with the Secretary of State or any other legal obligation.

The ESFA will not investigate complaints about:

- examination results or curriculum content where a more appropriate form of redress would be the examining body or Ofqual;
- statements of special educational needs where there is an appeal to the First-tier Tribunal (SEND);
- matters that are the subject of legal action.

The ESFA will not usually investigate complaints more than twelve months after the decision or action was taken unless the complainant has good reason for the delay in making the complaint.

Contact details for Academies Complaints

On-line: <https://www.gov.uk/government/organisations/education-fundingagency/about/complaints-procedure>

By post:

Academy Complaints and customer Insight Unit  
Education and Skills Funding Agency  
Cheylesmore House  
5 Quinton Road  
Coventry  
CV1 2WT

e-mail: [complaints.esfa@education.gsi.gov.uk](mailto:complaints.esfa@education.gsi.gov.uk)

### **3.6 Stage 6 - Referral to the DfE**

If a complainant is dissatisfied with the way in which the EFSA has dealt with their complaint against an Academy, the complainant may complain to the Secretary of State. Contact details for the Department for Education

School Complaints Compliance Unit  
Department of Education  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
Telephone: 0370 000 2288



#### **4. Complaints against the Headteacher, a Trustee or the Governing Body**

##### **4.1 Stage 1 – Informal**

Complaints made against the Headteacher or any member of the Governing Body should be directed to the Clerk to the Governing Body in the first instance.

If the complaint is about the Headteacher or one member of the Governing Body (including the Chair or Vice Chair), a suitably skilled and impartial Trustee will carry out the steps at Stage 1 (set out in section 3 above).

##### **4.2 Stage 2 – Formal**

If the complaint is jointly about the Chair and Vice Chair, the entire Governing Body or the majority of the Governing Body, an independent investigator will carry out the steps in Stage 2 (set out in section 3 above). They will be appointed by the Governing Body and will write a formal response at the end of their investigation.

##### **4.3 Stage 3 – Review Panel**

If the complaint is jointly about the Chair and Vice Chair, the entire Governing Body or the majority of the Governing Body, a committee of independent Trustees will hear the complaint. They will be sourced from local schools or the local authority and will carry out the steps at Stage 3 (set out in section 3 above).

#### **5. General principles**

##### **5.1 Investigating Complaints**

At each stage, the person investigating the complaint will ensure that they:

- Establish what has happened so far, and who has been involved;
- Clarify the nature of the complaint and what remains unresolved;
- Meet with the complainant or contact them (if unsure or further information is necessary);
- Clarify what the complainant feels would put things right;
- Interview those involved in the matter and / or those complained of, allowing them to be accompanied if they wish;
- Conduct any interviews with an open mind;
- Keep written records of any interviews.

##### **5.2 Resolving Complaints**

At each stage in the procedure the School will want to keep in mind ways in which a complaint can be resolved. It might be sufficient to acknowledge that the complaint is valid in whole or in part. In addition, it may be appropriate to offer one or more of the following:

- an apology;
- an explanation;
- an admission that the situation could have been handled differently or better;
- an assurance that the event complained of will not recur;
- an explanation of the steps that have been taken to ensure that it will not happen again;
- an undertaking to review School policies in light of the complaint.



It would be useful if complainants consider what actions they feel might resolve the problem. An admission that the School could have handled the situation better is not the same as an admission of negligence.

### **5.3 Unreasonable Complaints**

If properly followed, the Complaints Procedure is expected to limit the number of complaints that become protracted. However, there will be occasions when, despite all stages of the procedures having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the Chair of the Governing Body is able to inform them in writing that the procedure has been exhausted and that the matter is now closed. Please see Appendix B “Unreasonable, Persistent and/or Harassing Complainants”.

### **5.4 Managing and Recording Complaints**

#### ***5.4.1 Complaints not in the scope of the procedure***

These are some areas not covered by the procedure for which there are other procedures or policies. The exceptions are as follows:

- School admissions
- Statutory assessments of Special Educational Needs (SEN)
- School reorganisational procedures
- Matters that may require a child protection investigation
- Exclusions
- Whistleblowing
- Staff grievances and disciplinary procedures
- Complaints about service provided by providers who may use the school premises or facilities

#### ***5.4.2 Recording Complaints***

Parkstone Grammar School will record the progress of the complaint and the final outcome. An informal complaint may be made in person, by telephone, or in writing. A formal complaint needs to be in writing. Please notify the school if help is needed with this. At the end of a meeting or telephone call, the member of staff involved will try to ensure that the complainant and the School have the same understanding of what was discussed and agreed. A brief note of meetings and telephone calls will be kept and a copy of any written response added to the record. The School will ensure that a copy of all correspondence and notes are kept securely and separate to the records of any students' personal records. All correspondence, statements and records are to be kept confidential except where the Secretary of State or a body conducting an inspection under Section 109 of the 2008 Act requests access to them.

#### ***5.4.3 Published Procedure***

There is a legal requirement for the Complaints Procedures to be publicised. The School's Complaints Procedures is included on the School website.



## **WHAT MUST EVERYONE DO TO ENFORCE AND UPHOLD THE POLICY?**

### **Trustees**

- Ensure that complaints are given a high priority in the school and is included in the strategic improvement plan if necessary.
- Trustees should agree and approve the Complaints Policy.
- Trustees should monitor and evaluate complaints to the school.

### **Headteacher /LG**

- Formulate the draft Complaints Policy.
- Ensure a leadership structure is in place to manage complaints.
- Be vigilant in cases of complaints and patterns of complaints.
- Report to Trustees on complaints.

### **Staff**

- Staff should set an example in upholding school policies and procedures to minimise complaints.
- Staff should adhere to the Complaints Policy if they receive a complaint direct from a stakeholder.

### **Parents**

- Parents should use the Complaints Policy if they have a genuine concern about the school.

### **How do we know if the policy is working and being upheld?**

- Trustees will receive information about complaints that reach the level of Chair of Trustees.
- Complaints are tracked and patterns identified and investigated.

### **Who should people contact if they have a question about the policy or a suggestion for improvement?**

They should contact the Headteacher of Chair of the personnel and Training committee.



## APPENDIX A

### COMPLAINTS PANEL ROLE AND RESPONSIBILITIES

The Governing Body will nominate members to form a Panel of at least three with delegated powers to hear complaints. One of whom should be independent of the management and running of the school. At least 3 panel members must not be directly involved in the matter detailed in the complaint. The terms of reference for the Panel are to:

- draw up its procedures;
- hear individual complaints;
- make one or more of the recommendations below as a result of complaints.

#### THE REMIT OF THE COMPLAINTS PANEL

The Panel can:

- Dismiss the complaint in whole or part;
- Uphold the complaint in whole or part;
- Decide on the appropriate action to be taken to resolve the complaint;
- Recommend changes to the School's systems or procedures to ensure that problems of a similar nature do not recur.

#### ROLES AND RESPONSIBILITIES

##### The Complainant

The Complainant will get a more effective and timely response to their complaint if they :

- Follow these procedures
- Cooperate with the school throughout the process, and respond to deadlines and communication promptly
- Treat all those involved with respect
- Not publish details about the complaint on social media

##### The Investigator

An individual will be appointed to look into the complaint and establish the facts. They will :

- Interview all relevant parties, keeping notes
- Consider records and any written evidence and keep these securely
- Prepare a comprehensive report to the Headteacher or Complaints Committee which includes the facts and potential solutions

##### The Role of the Clerk

The Clerk will be the contact point for the Complainant and is required to:

- Set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible;
- Collate any written material and send it to the parties in advance of the hearing;
- Meet and welcome the parties as they arrive at the hearing;
- Record the proceedings and notify all parties of the Panel's decision.



### The Role of the Chair of the Complaints Panel

- Is to check that the correct procedure has been followed;
- If a hearing is appropriate, to notify the clerk to arrange the Panel;
- To explain the remit of the Panel to the parties and each party has the opportunity of putting their case without undue interruption;
- To ensure the issues are addressed;
- Key findings of fact are made;
- To put parents and others who may not be used to speaking at such a hearing at ease;
- To ensure that the hearing is conducted in an informal manner with each party treating the other with respect and courtesy;
- To ensure the Panel is open minded and acting independently;
- To ensure that no member of the Panel has a vested interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure;
- To ensure each side is given the opportunity to state their case and ask questions, written material is seen by all parties
- IF a new issue arises it would be useful to give all parties the opportunity to consider and comment on it.

### PRINCIPLES FOR INVESTIGATION

When investigating a complaint, we will try to clarify:

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

### TIMESCALES

The complainant must raise the complaint within three months of the incident. If the complaint is about a series of related incidents, they must raise the complaint within three months of the last incident.

We will consider exceptions to this time frame in circumstances where there were valid reasons for not making a complaint at that time and the complaint can still be investigated in a fair manner for all involved.

When complaints are made out of term time, we will consider them to have been received on the next school day.

If at any point we cannot meet the timescales we have set out in this policy, we will:

- Set new time limits with the complainant
- Send the complainant details of the new deadline and explain the delay

### CHECKLIST FOR A PANEL HEARING

- The hearing is as informal as possible.
- Witnesses are only required to attend for the part of the hearing in which they give their evidence.
- After introductions, the complainant is invited to explain their complaint, and be followed by their witnesses.
- The Headteacher may question both the complainant and the witnesses after each has spoken.
- The Headteacher is then invited to explain the School's actions and be followed by the School's witnesses.
- The complainant may question both the Headteacher and the witnesses after each has spoken.



- The Panel may ask questions at any point.
- The complainant is then invited to sum up their complaint.
- The Headteacher is then invited to sum up the School's actions and response to the complaint.
- The Chair explains that both parties will hear from the Panel within five working days. Both parties leave together while the Panel decides on the issues.



## APPENDIX B

# Unreasonable, Persistent and/or Harassing Complainants Sub Policy

### Aims of Sub Policy

The aims of this policy are to:

- Uphold the standards of courtesy and reasonableness that should characterise all communication between the School and persons who wish to express a concern or pursue a complaint;
- Support the well-being of students, staff and everyone else who has legitimate interest in the work of the School, including Trustees and parents;
- Deal fairly, honestly and properly with unreasonable or persistent complainants and those who harass members of staff in school while ensuring that other stakeholders suffer no detriment.

### Equal Opportunities

Parkstone Grammar School aims to value and respect all students equally and to provide equality of opportunity wherever possible. This policy ensures that any breaches of the school's equality duty can be reported and investigated fairly.

### Safeguarding

Parkstone Grammar School is committed to the safeguarding of its students and would encourage any stakeholder to use this, or another policy, where they feel the safety of students or staff has not been maintained.

### Core School Values

We want to support every child to reach their potential and therefore it is important that stakeholders use this policy where they feel the school may not have fulfilled this duty.

### Linked Policies

- Safeguarding Policy
- Grievance Policy
- Information Handling Policy

### What areas are covered in this policy?

This policy outlines the detailed procedures for dealing with unreasonable, persistent and/or harassing complainants, how this will be dealt with and what can be expected.

### 1. INTRODUCTION

The school will always seek to work with stakeholders, i.e. students, parents, staff and the local community with a legitimate complaint in an attempt to resolve the issue.

Sometimes, however, stakeholders pursuing complaints or other issues treat staff and others in a way that is unacceptable and/or behave in an unacceptable manner. Whilst we recognise that some complaints may relate to serious and distressing incidents, we will not accept threatening, inappropriate or harassing behaviour



## 2. DEFINITIONS

### a. Unreasonable Complainant

An unreasonable complainant may be anyone who engages in unreasonable behaviour when making a complaint. This will include students, parents, staff and the local community who pursue complaints in an unreasonable manner and those who do not act in an appropriate manner towards staff at the school.

Unreasonable behaviour may include but is not limited to:

- Actions which are:
  - Out of proportion to the nature of the complaint, or
  - Persistent – even when the complaints procedure has been exhausted, or
  - Personally harassing, or
  - Unjustifiably repetitious or
  - Obsessive, harassing, or prolific.
- Acting in a way not in line with the school aim of reaching a resolution and working with the School
- An insistence on:
  - Pursuing justifiable complaints in an unreasonable manner e.g. being aggressive, using abusive or threatening language;
  - Making complaints in public; or
  - Refusing to attend appointments to discuss the complaint.
- Refusing to specify the grounds of a complaint, despite offers of assistance from School staff.
- Refusing to co-operate with the complaints investigation process while still wishing their complaint to be resolved.
- Insisting on complaints being dealt with in ways which are incompatible with the School's Complaints Policy or Procedure.
- Changing the basis of the complaint as the investigation proceeds, and/or denying statements he or she made at an earlier stage.
- Electronically recording meetings and conversations without the prior knowledge and consent of the other participants.

### b. Persistent Complainant

A persistent complainant may be someone who demonstrates a combination of some or all of the actions or behaviours listed below, which may lead to the school invoking the procedure.

Persistent behaviour may include but is not limited to:

- Prolific correspondence or excessive email or telephone contact about a concern or complaint.
- Repetitious complaints where the complainant has no view about what would satisfy him/her and/or no intention to resolve the complaint
- Refusing to accept that issues are not within the remit of the School's Complaints Procedure despite having been provided with information about the Procedure's scope.
- Making unsubstantiated and/or groundless complaints about the staff dealing with their complaint.
- An insistence on:
  - Pursuing unjustified or unmeritorious complaints and/or
  - Unrealistic outcomes to unjustified complaints
- Introducing trivial or irrelevant new information which the complainant expects to be taken into account and commented on, or raising large numbers of detailed but unimportant questions and insisting they are fully answered.
- Adopting a "scattergun" approach; pursuing the same or similar complaint or complaints with different bodies at the same time e.g. the Local Authority/Member of Parliament/Councillors/Standards Board/Police.
- Making unnecessarily excessive demands on the time and resources of School staff and/or Trustees whilst a complaint is being looked into, by, for example, excessive telephoning or sending emails to numerous people, writing frequent lengthy and/or complex letters and expecting immediate responses.



- Submitting repeat complaints after the complaints process has been completed, essentially about the same issues, with additions/variations which the complainant insists make these “new” complaints which should be put through the full Complaints Procedure again.

The Above behaviours may be displayed in a variety of ways including in person, in writing delivered by hand, post or email, by means of social networking websites and other e-based communications.

### c. Harassment

Parkstone Grammar School regards harassment as the unreasonable and/or persistent pursuit of issues or complaints, particularly if the matter appears to be pursued in a way intended to cause personal distress rather than seek a resolution.

Behaviour will fall within the scope of this policy if:

- It appears to be deliberately targeted over a significant period of time at one or more members of school staff or others.
- The way in which a complaint or other issue is pursued (as opposed to the complaint itself) causes ongoing distress to school staff or others;
- It has a significant and disproportionate adverse effect on the School Community.
- Actions are pursued aggressively or in any manner not appropriate to an effective resolution.

## 3. EXPECTATIONS

### a. Expectations of the School

Anyone who raises informal or formal issues and complaints with the School can expect the School to:

- Follow the School’s Complaints Policy and Procedure;
- Respond within a reasonable time;
- Be available for consultation within a reasonable time limit, bearing in mind the needs of students at the School and the nature of the complaint;
- Respond with courtesy and respect;
- Attempt to resolve problems using reasonable means in line with the School’s Complaints Procedures and other policies;
- Keep those involved informed of progress towards a resolution.

### b. Expectations of Complainants

- The School expects anyone who wishes to raise concerns with the School to:
    - Treat all staff with courtesy and respect;
    - Respect the needs of students and staff within the School;
    - Never use violence (including threats of violence) towards people or property;
    - Recognise the time constraints under which members of staff and Trustees in schools work and allow the School a reasonable time to respond to a complaint;
    - Recognise that some problems may not be resolved in a short time;
    - Follow the School’s Complaints Policy and Procedure;
    - Speak politely and respectfully using appropriate language and avoid any aggression or verbal abuse, including name-calling;
    - Raise concerns/complaints in an appropriate place and at an appropriate time (for example not in front of other parents or students and not in an open public space and not on social media platforms);
    - Be prepared to work towards a resolution and in partnership with the School.
- Negative statements or comments about members of the School Community (including but not limited to staff and Trustees) should not be made on social networking websites. Such statements can be offensive and distressing for those concerned and are also potentially libellous. Legal advice may be sought where the School considers an incident falls into this area.

Stakeholders are reminded that should they have any issue, the School’s Complaints Policy and Procedures should be used.



#### 4. PROCEDURE FOR ADDRESSING UNREASONABLE, PERSISTENT OR HARASSING COMPLAINANTS

##### Stage 1

If it is considered that any actions of an individual constitute unreasonable, persistent or harassing behaviour, the Headteacher, in consultation with the Chair of Trustees, will inform the individual informally that his/her behaviour is considered by the School to be unreasonable or unacceptable, and request a changed approach.

##### Stage 2

If the unacceptable behaviour is not modified after Stage 1 has been followed, then the School may take some or all of the actions listed below as necessary, having regard to the nature of the complainant's behaviour and the effect of this on the School Community.

A copy of this Policy must be sent to the individual with a letter from the Chair of Trustees giving details of any restrictions which will apply, which may include some or all of the following:

- All future meetings will be conducted with a third person present;
- Notes of meetings will be taken;
- Restrictions on the number of specified times for telephone calls (except in cases of emergency);
- Specifying who the complainant is to communicate with;
- The School will respond only to written communication from the individual;
- Informing the complainant that future correspondence will be read by the Headteacher or his/her designated representative and placed on file but not acknowledged unless it contains any relevant new information or information which in the School's opinion requires a response;
- The individual may be banned from entering the school site;
- That the police may be informed;
- That legal advice may be sought;
- The letter should also state the length of time the restrictions are to apply and that any legitimate new complaint will always be considered.

If the complainant is unhappy with the decision of the Chair of Trustees, the concerns may be raised with the Education Funding Agency, through their online complaints form or by post to Ministerial and Public Communications Division, Department for Education, Piccadilly Gate, Store Street, Manchester, M1 2WD.

#### 5. REVIEW

If a complainant's unreasonable, persistent and/or harassing behaviour is modified but is then resumed at a later date within a reasonable period of time, the School may resume the process identified above.

If a complainant's unreasonable, persistent and/or harassing behaviour is modified and the complaint still lies within the time limit specified within the School's Complaints Policy, the School will use its discretion and may resume the investigation of the complaint. The School will review as appropriate, and at a minimum of once a year, any sanctions applied in the context of this policy.

Legitimate new complaints, if not pursued in an unreasonable, persistent and/or harassing manner, will still be considered, even if the person making them is (or has been) subject to the Procedure under this Policy. The School nevertheless reserves the right not to respond to communications from individuals subject to the Policy.

#### 6. MONITORING

The Steering Group will receive a report of the number of times this Policy is invoked and the stage reached on a termly basis.