

## Alderley Edge Community Primary School Complaints Procedure

<b>Date of adoption by Governing Board</b>	23 November 2023
<b>Review cycle</b>	Annually
<b>Date of next review</b>	Autumn Term 2024 ready for Autumn FGB Meeting

## Alderley Edge Community Primary School Complaints Procedure

At Alderley Edge Community Primary School (AECPS) we pride ourselves on providing a secure, safe and nurturing environment where children flourish. Sometimes, however, things may happen that give rise to a concern or a complaint being raised with the school. As a school, we promote mutual respect, understanding and tolerance in all our relationships and this same approach applies to our handling of concerns and complaints. This document outlines our policy and procedures for raising and addressing concerns and complaints.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Alderley Edge Community Primary School (AECPS) takes concerns seriously and will make every effort to resolve the matter as quickly as possible. We understand however, that there are occasions when people would like to raise their concerns formally. In this case, AECPS will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

### 1. Who can make a complaint?

Any person, including members of the public, may make a complaint to AECPS about any provision of facilities or services that we provide. Unless complaints are with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

### 2. The difference between a concern and a complaint

A **concern** may be defined as *'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'*.

A **complaint** may be defined as *'an expression of dissatisfaction however made, about actions taken or a lack of action'*.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases our headteacher 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.

### 3. How to raise a concern or make a complaint

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on your behalf, as long as they have appropriate consent to do so. For ease of use, a template complaint form is included in Appendix 1. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice to help you.

The table below outlines how complaints should be raised depending on who your complaint is against:

Who is the concern / complaint against?	How should the complaint be raised?
All concerns	Raise with either the class teacher or headteacher. If the issue remains unresolved, the next step is to make a formal complaint, ideally using the form included in this policy (see Appendix 1).

Complaints against school staff (except the headteacher)	Should be made in the first instance, to the headteacher via the school office. Please mark them as Private and Confidential.
Complaints that involve or are about the 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.

You should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the 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.

#### 4. Anonymous complaints

We will not normally investigate anonymous complaints. However, the headteacher or Chair of Governors, if appropriate, will determine whether the complaint warrants an investigation.

#### 5. Time scales

You must raise the 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.

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

#### 6. Scope of this complaints procedure

This procedure covers all complaints about any provision of community facilities or services by AECPS, other than complaints that are dealt with under other statutory procedures, including those listed below.

Exceptions <u>not</u> covered by this policy	Who to contact
<ul style="list-style-type: none"> <li>Admissions to schools</li> <li>Statutory assessments of Special Educational Needs</li> <li>School re-organisation proposals</li> </ul>	<p>Concerns about admissions, statutory assessments of Special Educational Needs, or school re-organisation proposals should be raised with the relevant department in Cheshire East Local Authority - <a href="https://www.cheshireeast.gov.uk/council_and_democracy/customer-services/complaints_and_feedback/complaints_and_feedback.aspx">https://www.cheshireeast.gov.uk/council_and_democracy/customer-services/complaints_and_feedback/complaints_and_feedback.aspx</a></p>
<ul style="list-style-type: none"> <li>Complaints about collective worship</li> </ul>	<p>Complainants who are dissatisfied with the content of the daily act of collective worship (DACW) should be signposted to:</p> <ul style="list-style-type: none"> <li>the local authority</li> </ul>

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	<ul style="list-style-type: none"> <li>the local Standing Advisory Council on Religious Education</li> <li>any other relevant body</li> </ul>
<ul style="list-style-type: none"> <li>Matters likely to require a Child Protection Investigation</li> </ul>	<p>Complaints about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant statutory guidance.</p> <p>If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding - <a href="https://www.cheshireeast.gov.uk/livewell/care-and-support-for-children/are-you-concerned-about-a-child/cheshire-east-consultation-service-cheecs/safeguarding-unit.aspx">https://www.cheshireeast.gov.uk/livewell/care-and-support-for-children/are-you-concerned-about-a-child/cheshire-east-consultation-service-cheecs/safeguarding-unit.aspx</a></p>
<ul style="list-style-type: none"> <li>Exclusion of children from school*</li> </ul>	<p>Further information about raising concerns about exclusion can be found at <a href="https://www.cheshireeast.gov.uk/schools/school-attendance/school-exclusions.aspx">https://www.cheshireeast.gov.uk/schools/school-attendance/school-exclusions.aspx</a></p> <p><i>*complaints about the application of the behaviour policy can be made through the school's complaints procedure.</i></p>
<ul style="list-style-type: none"> <li>Whistleblowing</li> </ul>	<p>We have a whistleblowing procedure for all our employees, including temporary staff and contractors. The Whistleblowing policy is on the school website - <a href="https://www.aecps.org/page/safeguarding-policies/113814">https://www.aecps.org/page/safeguarding-policies/113814</a></p> <p>The Secretary of State for Education is the prescribed person for matters relating to education for whistleblowers 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>.</p> <p>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 LA or the Department for Education (see link above), depending on the substance of your complaint.</p>
<ul style="list-style-type: none"> <li>Staff grievances</li> </ul>	<p>Complaints from staff will be dealt with under the school's internal grievance procedures.</p>
<ul style="list-style-type: none"> <li>Staff conduct</li> </ul>	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p> <p>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.</p>
<ul style="list-style-type: none"> <li>Complaints about services provided by other providers who may use school premises or facilities</li> </ul>	<p>Providers should have their own complaints procedure to deal with complaints about service. Please contact them direct.</p>

<ul style="list-style-type: none"> <li>National Curriculum - content</li> </ul>	<p>Please contact the Department for Education at: <a href="http://www.education.gov.uk/contactus">www.education.gov.uk/contactus</a> using their contact form: <a href="#">DfE contact form</a></p>
<ul style="list-style-type: none"> <li>Withdrawal from the curriculum</li> </ul>	<p>Parents and carers can withdraw their child from any aspect of Religious Education (RE), including the Daily Act of Communal Worship (DACW). They do not have to explain why.</p> <p>If parents or carers are not satisfied with the handling of a request to withdraw their child from RE or the DACW, schools should advise them to follow their complaints procedure.</p> <p>The right of withdrawal does not apply to other areas of the curriculum where religious matters may be spontaneously raised by pupils or arise in other subjects such as history or citizenship.</p> <p>Parent also have the right to withdraw pupils from sex education (but not Relationships or Health Education) and should put this in writing to the Head Teacher.</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements</a></p>

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 the person making the complaint (complainant) commences legal action against AECPS 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.

If a complaint is considered unreasonable or serial (repeated) in nature the school may refuse to investigate. AECPS 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. Our ***Policy for handling serial and unreasonable complaints***, which contains more details of what is considered unreasonable can be found in Appendix 3

## 7. Resolving complaints – possible outcomes

At each stage in the procedure, we want to resolve the complaint. If appropriate, we will acknowledge that the complaint is upheld in whole or in part. In addition, we may offer one or more of the following:

- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that we will try to ensure the event complained of will not recur
- an explanation of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which any changes will be made

- an undertaking to review school policies in light of the complaint
- an apology.

## **8. Withdrawal of a complaint**

If you want to withdraw your complaint, you will be asked to confirm this in writing.

## **9. Making a formal complaint: Stage 1**

Formal complaints must be made to the headteacher (unless they are about the headteacher), via the school office. This may be done in person, in writing on the complaint form included in Appendix 1.

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.

*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 you (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 AECPS will take to resolve the complaint.

The headteacher will advise you of how to escalate your complaint should you remain dissatisfied with the outcome of Stage 1.

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 1. Complaints about the 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 1 will be considered by an independent investigator appointed by the governing body. At the conclusion of their investigation, the independent investigator will provide a formal written response.

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## 10. Making a formal complaint: Stage 2

If you are dissatisfied with the outcome at Stage 1 and wish to take the matter further, you 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 complaint procedure.

A request to escalate to Stage 2 must be made to the Clerk to the Governing Body, via the school office, within 5 school days of receipt of the Stage 1 response. The Clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 10 school days. Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to you to inform you of the date of the meeting. They will aim to convene a meeting within 10 school days of receipt of the Stage 2 request. If this is not possible, the Clerk will provide an anticipated date and keep you informed.

If you reject the offer of three proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in your 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 amongst themselves who will act as the Chair of the Complaints Committee. If there are fewer than three governors from AECPS available, the Clerk will source any additional, independent governors through another local school or through their LA'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 2.

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

If you are invited to attend the meeting, you may bring someone along to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be occasions when legal representation is appropriate. For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

*Note: Complaints about staff conduct will not generally be handled under this complaint procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.*

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 3 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 1

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 AECPS 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 Department for Education if they are dissatisfied with the way their complaint has been handled by AECPS.

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

## **11. Opportunities to Request a Review**

Before complaining to an external body, it would usually be expected that all stages of this procedure had been exhausted.

### **Complaining to the Secretary of State**

If you believe that the Governing Body has acted unreasonably you can complain in writing to the Secretary of State for Education. Complaints to the Secretary of State regarding maintained schools are handled by the Department for Education. Contact:

[www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

by telephone: 0370 000 2288

or in writing to:

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Ministerial and Public Communications Division,

Department for Education  
Piccadilly Gate  
Store Street  
Manchester M1 2WD.

### **Complaining to Ofsted**

Ofsted has powers to investigate certain types of complaint from parents to help them to decide whether to inspect a school.

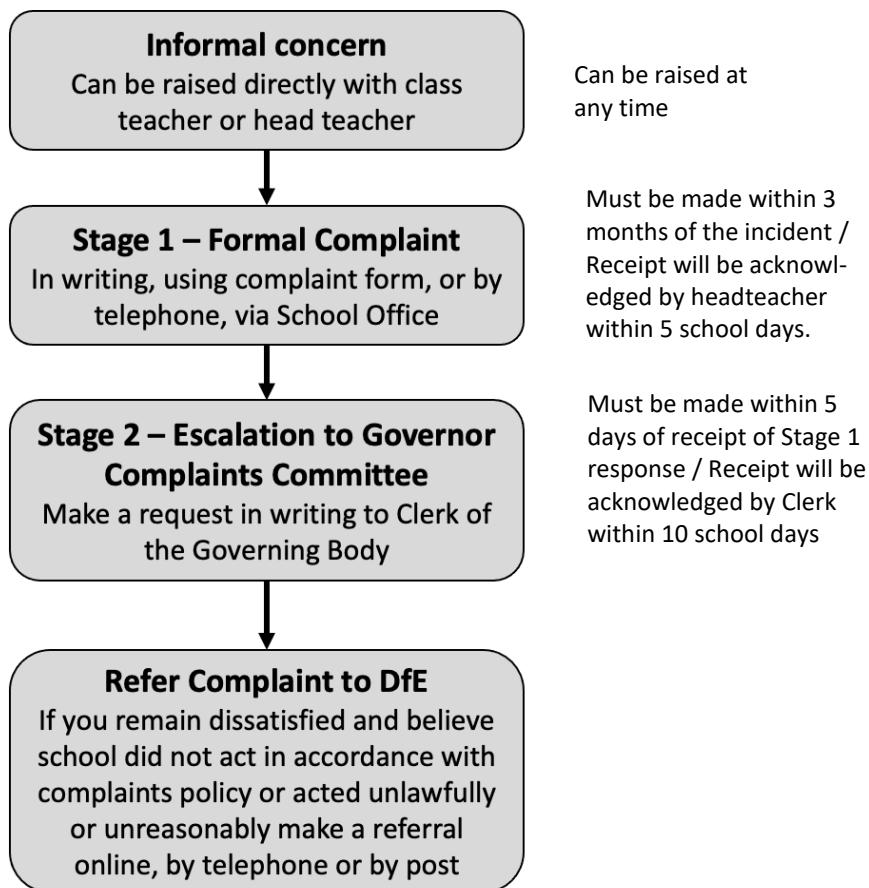
### **12. The Cheshire East Information, Advice and Support Team (CEIAS)**

The Cheshire East Information, Advice and Support Team (CEIAS) helps parents/carers whose children have difficulties with learning, medical needs or mental health problems, from pre-school age to school leavers. The service is confidential and offers impartial advice and information to enable parents and carers to make decisions about their child's education. This includes supporting parents with complaints to schools or the Local Authority.

The service can help parents consider what their complaint is about and the options available to them to resolve it, including more informal measures that can be explored in the first instance. If a parent wishes, the service can explain how to put a letter/case together to take the matter forward. Someone from the service can attend meetings with the parent to offer support but doesn't speak on behalf of or make decisions for the parent. The service also offers support after meetings have taken place to consider the conclusions of the meeting and if the parent feels a satisfactory outcome was achieved. If not, the parent may have further options to consider.

Contact details for the service are 0300 123 5166 or [www.ceias.cheshireeast.gov.uk](http://www.ceias.cheshireeast.gov.uk)

13. Flow Chart: Stages of raising a concern or complaint in order



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## 14. APPENDIX 1: Complaint Form

Alderley Edge Community Primary School Complaints Form

Name	
Name of pupil, year group and your relationship to them (where applicable)	
Contact address	
Contact telephone day	
Contact telephone mobile	
Contact email address	
Details of the complaint	
Action taken so far (including staff member who has dealt with it so far) or solutions offered	
The reason that this was not a satisfactory resolution for you	
What actions do you feel might resolve the problem at this stage?	

Are you attaching any paperwork? If so, please give details.

Signed:	
Dated:	

<b>Official use</b>	
Date acknowledgement sent:	Acknowledgement sent by who:
Complaint referred to:	Date:

*This form can be submitted to the Headteacher (via email to [admin@aecps.org](mailto:admin@aecps.org)) or Chair of Governors (via email to [chair@aecps.org](mailto:chair@aecps.org))*

**15. APPENDIX 2: Roles and Responsibilities**

<p><b>Complainant (the person making the complaint)</b></p>	<p>The complainant will receive a more effective response to the complaint if they:</p> <ul style="list-style-type: none"> <li>• explain the complaint in full as early as possible</li> <li>• co-operate with the school in seeking a solution to the complaint</li> <li>• respond promptly to requests for information or meetings or in agreeing the details of the complaint</li> <li>• ask for assistance as needed</li> <li>• treat all those involved in the complaint with respect</li> <li>• refrain from publicising the details of their complaint on social media and respect confidentiality.</li> </ul>
<p><b>Investigator</b></p>	<p>The investigator’s role is to establish the facts relevant to the complaint by:</p> <ul style="list-style-type: none"> <li>• providing a comprehensive, open, transparent and fair consideration of the complaint through: <ul style="list-style-type: none"> <li>○ sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved</li> <li>○ interviewing staff and children/young people and other people relevant to the complaint</li> <li>○ consideration of records and other relevant information</li> <li>○ analysing information</li> </ul> </li> <li>• liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.</li> </ul> <p>The investigator should:</p> <ul style="list-style-type: none"> <li>• conduct interviews with an open mind and be prepared to persist in the questioning</li> <li>• keep notes of interviews or arrange for an independent note taker to record minutes of the meeting</li> <li>• ensure that any papers produced during the investigation are kept securely pending any appeal</li> <li>• be mindful of the timescales to respond</li> <li>• 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.</li> </ul>

<p><b>Complaints Co-ordinator</b> (this could be the headteacher / designated complaints governor or other staff member providing administrative support)</p>	<p>The complaints co-ordinator should:</p> <ul style="list-style-type: none"> <li>• ensure that the complainant is fully updated at each stage of the procedure</li> <li>• liaise with staff members, headteacher, Chair of Governors, Clerk and LAs (if appropriate) to ensure the smooth running of the complaints procedure</li> <li>• be aware of issues regarding: <ul style="list-style-type: none"> <li>○ sharing third party information</li> <li>○ additional support. This may be needed by complainants when making a complaint including interpretation support or where the complainant is a child or young person</li> </ul> </li> <li>• keep records.</li> </ul>
<p><b>Clerk to the Governing Body</b></p>	<p>The Clerk is the contact point for the complainant and the committee and should:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• 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</li> <li>• record the proceedings</li> <li>• circulate the minutes of the meeting</li> <li>• notify all parties of the committee’s decision.</li> </ul>
<p><b>Committee Chair</b></p>	<p>The committee’s chair, who is nominated in advance of the complaint meeting, should ensure that:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• complainants who may not be used to speaking at such a meeting are put at ease. This is particularly important if the complainant is a child/young person</li> <li>• the remit of the committee is explained to the complainant</li> <li>• 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</li> <li>• 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</li> <li>• the issues are addressed</li> <li>• key findings of fact are made</li> <li>• the committee is open-minded and acts independently</li> <li>• 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</li> <li>• the meeting is minuted</li> <li>• they liaise with the Clerk (and complaints co-ordinator, if the school has one).</li> </ul>

<p><b>Committee Member</b></p>	<p>Committee members should be aware that:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• many complainants will feel nervous and inhibited in a formal setting Parents/carers often feel emotional when discussing an issue that affects their child.</li> <li>• extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated. The committee should respect the views of the child/young person and give them equal consideration to those of adults. If the child/young person is the complainant, the committee should ask in advance if any support is needed to help them present their complaint. 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.</li> </ul> <ul style="list-style-type: none"> <li>• the welfare of the child/young person is paramount</li> </ul>
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## 16. APPENDIX 3: Policy for managing serial and unreasonable complaints

Alderley Edge Community 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.

Alderley Edge Community 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 co-operate 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 which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which 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 Department for Education
- 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
- uses abusive, offensive or discriminatory language or violence
- knowingly provides falsified information
- 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 headteacher or Chair of Governors will discuss any concerns with the complainant informally before applying an '*unreasonable*' marking.

If the behaviour continues, the headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact Alderley Edge Community Primary

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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 Alderley Edge Community Primary School.