

Ferndown Middle School



GENERAL COMPLAINTS POLICY

Policy to be reviewed by governor committee	Finance & Staffing Committee
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Reviewed:	

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

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Introduction

Governing Bodies of all maintained schools and maintained nursery schools in England are required, under Section 29 of the [Education Act 2002](#) 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. The law also requires the procedure to be publicised.

The Secretary of State has direction making powers under sections [496 and 497 of the Education Act 1996](#) and although they are not under a duty to intervene in every case that is brought to their attention, they must always consider whether, in light of the information provided to them by a complainant, they should exercise their powers.

This document sets out the school's procedure for addressing formal complaints.

What is a complaint?

A complaint may be generally defined as 'an expression of dissatisfaction or disquiet which requires a response'.

The school will give careful consideration to all complaints and deal with them fairly and honestly. We will provide sufficient opportunity for any complaint to be fully discussed, and aim to resolve it through open dialogue and mutual understanding.

We welcome parents' suggestions for improving our work in the school and can reassure parents that irrespective of the matter raised, this will not affect our support and respect for them and their child.

Complaints Procedure:

Informal complaints - Most complaints are best dealt with informally. If you have any concerns about the school or the education provided, please discuss the matter with your child's class teacher at the earliest opportunity to prevent matters escalating to the formal procedure. He or she may involve the Head of Year, if appropriate. This is usually the best and quickest way of resolving issues. Ferndown Middle School takes informal concerns seriously and will make efforts to resolve matters at the earliest stage possible.

The purpose of this discussion should be to establish the issues and to seek a realistic resolution if possible.

Formal complaints - This formal procedure will 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.

How to make a Complaint:

Formal complaints should be normally made to the school's Complaints Co-ordinator [Headteacher's PA]. A complaint can be made in person, in writing or by email to office@fernmid.dorset.sch.uk and you will be asked to complete a complaints form (Appendix 5). The Complaints Co-ordinator will record the date the complaint is received and will acknowledge receipt of the complaint in writing (letter or email), within 3 school days.

Who can make a Complaint?

Any person may make a complaint to the school if the school is directly responsible for the issue being complained about. It is not limited to parents with children registered at the school and the school cannot refuse to deal with a complaint once the child has been removed from the school register.

Anonymous Complaints:

The Complaints Co-ordinator, in conjunction with the Headteacher and Chair of Governors, will determine whether the gravity of an anonymous complaint warrants its investigation.

Complaints received out of Term Time:

Complaints made outside of term time will be deemed to have been received on the first school day after the holiday period.

Principles of the Procedure:

An effective complaints procedure shall:

- Not exclude any group with protected characteristics from making a complaint.
- Encourage resolution of problems by informal means wherever possible.
- Be easily accessible and publicised.
- Be simple to understand and use.
- Be impartial.
- Be non-adversarial.
- Allow swift handling with established time-limits for action and keeping people informed of the progress.
- Ensure a full and fair investigation by an independent person where necessary;
- Respect people's desire for confidentiality;
- Address all the points at issue and provide an effective response and appropriate redress, where necessary.

- Provide information to the school's senior management team so that services can be improved (i.e. learning from feedback).
- Have due regard to the principles of the Equality Act 2010 and how they impact upon schools, parents, carers and children/young people.

Scope of this Complaint Procedure:

This procedure covers all complaints with the exceptions listed below, for which there are separate (statutory) procedures:

- admissions to schools;
- exclusion of children/young peoples from school;
- statutory assessments of special education needs;
- school re-organisation proposals subject to statutory procedures;
- matters likely to require a Child Protection Investigation;
- whistle-blowing;
- staff grievances and disciplinary procedures;
- complaints relating to the SEN and Disability provision (dealt with under the SEND policy);
- complaints about the school governors - they are considered under The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013. Please contact the Clerk to the Governors in the event of a complaint about a member of the governing body;
- complaints about services provided by other providers, such as contractors and other Council service units.

Complaints that have already been investigated cannot be considered again.

Concurrent Considerations:

Legal, safeguarding or disciplinary proceedings may take precedence over complaints procedures and timescales.

If there is a risk that dealing with a complaint might prejudice a concurrent consideration, the complaints procedure will be suspended until the concurrent consideration is concluded. The Complaints Co-ordinator will write to the Complainant explaining the reason for the decision and the nature of the concurrent consideration. Once the concurrent consideration is concluded, the complaint can be investigated as appropriate.

Resolving Complaints:

At each stage in the procedure, the school will want to resolve the complaint if possible. 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;
- 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.

Complaints about the Headteacher:

If your complaint is about the Headteacher, it will normally be considered by the Chair of Governors at Stage 2 of the procedure. In the event of a conflict of interest*, the complaint should be considered by the Vice Chair of Governors. Please make your complaint either directly to the Chair/Vice Chair, as appropriate, or as outlined in the “**How to make a complaint**” section on page 4.

Formal Complaints Procedure - Overview:

If it is not possible to resolve the complaint informally via the class teacher, or Head of Year, the complainant should be advised to make a formal complaint to the Headteacher. There are three stages to this procedure:

<p>Stage 1 - Complaint Heard by Headteacher</p> <p>If the complaint cannot be resolved informally, then the Headteacher will investigate.</p>	<p>Stage 2 - Complaint Heard by Chair of Governors</p> <p>If the complainant remains Unhappy, or the complaint is about the Headteacher, the investigation will be undertaken by the Chair of Governors.*</p>	<p>Stage 3 - Complaint Heard by Governing Body Review Panel</p> <p>This will consist of Governors not involved in the complaints process at an earlier stage.</p>
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Detailed Procedure:

Stage 1 - Complaint Heard by Headteacher

Formal complaints must be made to the Complaints Co-ordinator. A complaint can be made in person, in writing, by telephone or by email to office@fernmid.dorset.sch.uk. The Complaints Co-ordinator will record the date the complaint is received and will acknowledge receipt of the complaint in writing (letter or email) within 3 school days.

The Headteacher will investigate the complaint and respond to the Complainant within 10 school days of the date of receipt of the complaint. The Headteacher will advise the complainant to contact the Complaints Co-ordinator if they should wish to escalate their complaint to Stage 2. The request to escalate a complaint must be made within 10 school days of receiving the Headteacher's response.

Stage 2 - Complaint Heard by the Chair of Governors

If the Complainant is dissatisfied with the outcome of the Headteacher's investigation at Stage 1 and wishes to take the matter further, [or if the complaint is about the Headteacher], they can ask for the matter to be considered by the Chair of Governors [*or Vice Chair of Governors in the event of a conflict of interest]. This must be done within 10 school days of receiving the Stage 1 response, providing the reason[s] why they are still dissatisfied.

The Complaints Co-ordinator or Chair of Governors* will acknowledge the complaint within 3 school days. The acknowledgement will include a summary of the complaints procedure and a response date, which should be within 10 school days. If this date cannot be met, the Complainant will be given an update and a revised response date.

The Chair of Governors* will provide a formal written response to the Complainant detailing actions taken to investigate the complaint and provide a full explanation of decisions taken and the reasons for them. Where appropriate, it should include details of actions the school will take to resolve the complaint.

The Complainant will be provided with details of how to contact the Governing Body if they are not satisfied with the response.

Stage 3 - Complaint Heard by the Governing Body's Complaints Review Panel

If they remain dissatisfied, the Complainant must contact the Chair of Governors* within 10 school days of receiving the Stage 2 response, providing the reason[s] why they are still dissatisfied. Wherever possible, this contact should be in writing, or by email to clerk@fernmid.dorset.sch.uk. If this is not possible, the school will make arrangements to obtain this information from the Complainant as appropriate. Complaints must have been considered at Stage 2 before proceeding to panel.

The Clerk to the Governors will acknowledge the request in writing within 3 school days and inform the Complainant of the right to submit any further documents or information relevant to the complaint. The panel will not consider new complaints. The deadline for submission of these documents will be 5 school days before the hearing.

The school will submit the Stage 1 and 2 responses (as appropriate), together with any further written response from the Headteacher, as appropriate. The Headteacher may also invite members of staff directly involved in matters raised by the Complainant to respond personally or in writing.

The Clerk to the Governors must convene the complaints committee elected from the Governing Body. The committee will comprise three governors who have had no previous involvement with the complaint. The complaint will not be heard by the entire governing body.

The Complaints Panel will set a timetable for the hearing and will notify the Complainant of this. The review hearing will be heard within 20 school days of receiving the request.

The aim of the panel will be to resolve the complaint and achieve reconciliation between the school and the Complainant, if this is possible.

The hearing will be held in private. Any witnesses (other than the Complainant and the Headteacher) should only attend for the part of the hearing in which they give their evidence. Good practice would be that at no point should the Headteacher or the parent/carer be left with the Complaints Panel without the other being present.

Once the panel are satisfied that they have heard all the information they need to make a decision, the Chair of the Panel will explain to the Complainant and the Headteacher that the committee will consider its decision and respond in writing, within 15 school days. The Complainant and the Headteacher will then leave the hearing. The panel will then consider the complaint and all the evidence presented. The panel can:

- uphold the complaint, in whole or in part;
- dismiss the complaint, in whole or in part;
- 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 difficulties arising in the future.

A written response detailing the decisions, recommendations and the basis on which these have been made, will be sent to the Complainant within 15 school days. The Complainant must be notified of the right to refer their concerns to the Department for Education if they are dissatisfied with the way their complaint has been dealt with.

Recording:

The Complaints Co-Ordinator will ensure that a staff member who is the subject of a complaint is informed as soon as possible and will record all details of the complaint including:

- date of receipt;
- action taken;
- summary of complaint;
- brief notes of meetings and telephone calls about the progress of the complaint;
- notes/minutes of any meetings;
- final outcome;
- learning points from complaints.

All functions of the complaints procedure should be mindful of the requirements of the Data Protection Act, 1998 and the Freedom of Information Act, 2000.

Publicity:

Details of the school's complaints procedure can be found as follows:

- the school website www.fernmid.dorset.sch.uk
- on request, from the school office.

Monitoring of the Procedure:

The school will monitor the operation and effectiveness of this complaints procedure, as well as how information about complaints is being used to improve services and delivery.

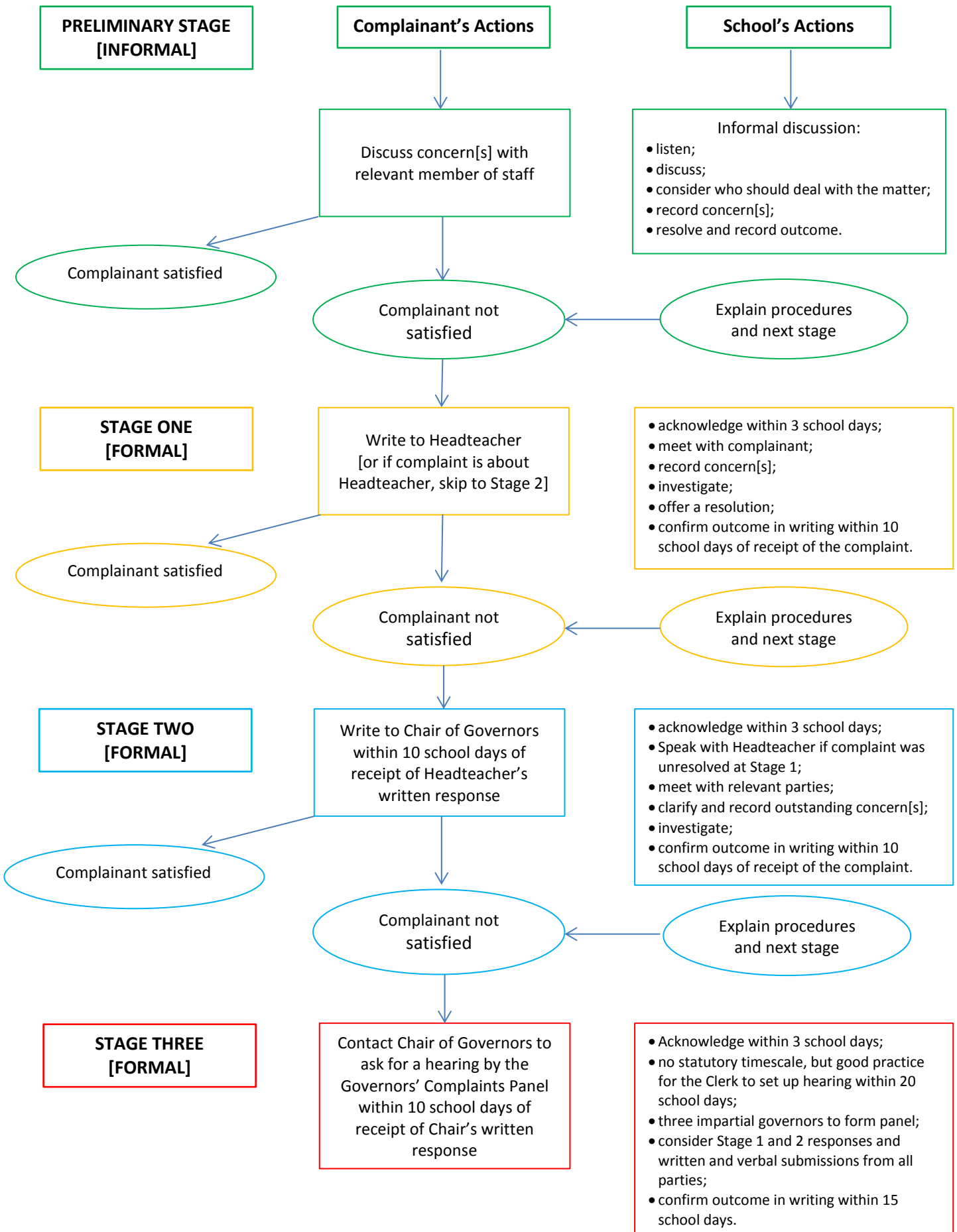
Useful Contacts:

Complaints Co-ordinator
Ferndown Middle School
Peter Grant Way
Ferndown
BH22 9UP
Tel 01202 876556
office@fernmid.dorset.sch.uk

Department for Education
2nd Floor
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel 03700002288
www.education.gov.uk

Complaint Advice Service Complaints Team
Governance & Assurance
Chief Executive's Department
County Hall
Dorchester
DT1 1XJ
Tel 01305 225076
Email complaints@dorsetcc.gov.uk

APPENDIX 1: FLOW CHART ILLUSTRATING STAGED APPROACH TO HANDLING COMPLAINTS



APPENDIX 2: FLOW CHART ILLUSTRATING TIMESCALES FOR HANDLING FORMAL COMPLAINTS

Formal Complaint Received

Send acknowledgement within 3 school days, stating who will be investigating and providing 10 school days deadline for response

STAGE 1

Will you meet response deadline?

Yes

No

Send written response within 10 school days, setting out next steps should the Complainant remain unhappy

Send update and revised response date. Send written response setting out next steps should the Complainant remain unhappy

Is the Complainant satisfied with the response?

Yes

No

Record details of concern and outcome

Complainant proceeds to Stage 2 [within 10 school days of receipt of Headteacher's written response]

Send acknowledgement within 3 school days, stating Chair of Governors will investigate and providing 10 school days deadline for response

STAGE 2

Will Chair of Governors meet response deadline?

Yes

No

Send written response within 10 school days, setting out next steps should the Complainant remain unhappy

Send update and revised response date. Send written response setting out next steps should the Complainant remain unhappy

Is the Complainant satisfied with the response?

Yes

No

Record details of concern and outcome

Complainant proceeds to Stage 3 [within 10 school days of receipt of Chair of Governors' written response]

Send acknowledgement within 3 school days. Clerk to the Governors writes to Complainant with details of the Review Panel and requirements; hearing to be held within 20 school days of receipt of request

STAGE 3

Panel to issue written response to Complainant within 15 school days

Appendix 3 - Roles and Responsibilities:

The Complainant:

The Complainant or person who makes the complaint will receive a more effective response to the complaint if he/she:

- co-operates with the school in seeking a solution to the complaint;
- expresses the complaint in full as early as possible;
- responds promptly to requests for information or meetings or to agree the details of the complaint;
- asks the Complaints Co-ordinator office@fernmid.dorset.sch.uk for assistance as needed;
- respects the confidentiality of the complaint;
- treats all those involved in the complaint with respect.

The Complaints Co-ordinator:

The Complaints Co-ordinator will:

- ensure that all people involved in the complaint procedure are be aware of the legislation around complaints, including the Equality Act 2010, Data Protection Act and Freedom of Information Act;
- liaise with the Staff Member, Headteacher, Chair of Governors and Panel Clerk to ensure the smooth running of the complaints procedure;
- keep records;
- be aware of issues regarding:
 - sharing third party information;
 - additional support - this may be needed by complainants when making a complaint, including interpretation support;
 - safeguarding
- ensure that the Complainant is fully updated at each stage of the procedure and be mindful that sometimes letters regarding the progress of the complaint may also need to be translated.

The Investigator:

The Investigator is the person involved in Stages 1 or 2 of the procedure. The

investigator's role is to provide a comprehensive, open, transparent and fair consideration of the complaint through:

- sensitive and thorough interviewing of the Complainant;
- consideration of records and other relevant information;
- interviewing staff and children/young peoples and other people relevant to the complaint;
- analysing information;
- effectively liaising with the Complainant and the Complaints Co-Ordinator as appropriate. Identifying solutions and recommending courses of action to resolve problems;
- being mindful of the timescales to respond to the Complainant in plain and clear language.

The Panel Clerk (this could be Clerk to the Governors):

The Clerk is the contact point for the Complainant for the panel meeting 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;
- notify all parties of the panel's decision;
- liaise with the Complaints Co-ordinator.

The Panel Chair:

The Panel Chair has a key role in ensuring that:

- the meeting is minuted;
- the remit of the panel is explained to the parties and each party has the opportunity of putting their case without undue interruption;
- the issues are addressed;
- key findings of fact are made;
- parents/carers and others who may not be used to speaking at such a hearing are put at ease. This is particularly important if the Complainant is a child/young person;
- the hearing is conducted in an informal manner with each party treating the other with respect and courtesy. The layout of the room will set the tone and care is needed to ensure

the setting is informal and not adversarial;

- the panel is open-minded and acts independently;
- no member of the panel has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure;
- 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;
- they liaise with the Panel Clerk and Complaints Co-Ordinator.

Panel Member:

Panellists should be aware that:

- It is important that the review panel hearing is independent and impartial and that it is seen to be so. No governor may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it. In deciding the make-up of the panel, governors need to try and ensure that it is a cross-section of the categories of governor and sensitive to the issues of race, gender and religious affiliation.
- The aim of the hearing, which needs to be held in private, will always be to:
 - Resolve the complaint and achieve reconciliation between the school and the Complainant. However, it has to be recognised the Complainant might not be satisfied with the outcome if the hearing does not find in their favour.
 - It may only be possible to establish the facts and make recommendations which will satisfy the Complainant that his or her complaint has been taken seriously.
 - An effective panel will acknowledge that many complainants feel nervous and inhibited in a formal setting. Parents/carers often feel emotional when discussing an issue that affects their child or young person. The panel chair will ensure that the proceedings are as welcoming as possible. The layout of the room will set the tone and care is needed to ensure the setting is informal and not adversarial.
- Extra care needs to be taken when the Complainant is a child/young person:
 - Careful consideration of the atmosphere and proceedings will ensure that the child/young person does not feel intimidated. The panel needs to be aware of the views of the child/young person and give them equal consideration to those of adults.
 - Where the child/young person's parent/carer is the Complainant, it would be helpful to give the parent/carer the opportunity to say which parts of the hearing, if any, the child/young person needs to attend.

NB. Governors sitting on the panel need to be aware of the complaints procedure.

Appendix 4 - Checklists

Investigation Checklist:

The person investigating at each stage of the complaint will need to:

- 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 - see “Meeting with the Complainant” below;
- establish the outcomes that the Complainant is seeking and whether these are achievable through the complaints process;
- interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish;
- conduct interviews with an open mind and be prepared to persist in the questioning;
- keep notes of interviews.

Meeting with Complainant:

The investigator will need to:

- arrange for a note taker not involved in the investigation to be present, if appropriate;
- allow the Complainant to explain how they feel and express any strong emotions [without being threatening or disrespectful] - they should feel as if their complaint has been taken seriously;
- clarify the complaint and all its individual parts and produce a written record;
- ask what the Complainant is seeking regarding solution or outcomes;
- check whether the Complainant needs support of any kind, in order to understand the discussion properly;
- determine whether they need support during the process [i.e. an advocate or any accessibility needs such as signer, hearing loop, etc];
- read the background to the complaint and the relevant legal and administrative policies and procedures;
- consider whether the complaint could be resolved without further investigation;
- assess whether the complaints procedure is the most appropriate way of handling this complaint.

Interviewing:

Children/young people:

- Children/young people will be interviewed in the presence of another member of staff, or in the case of serious complaints (e.g. where the possibility of criminal investigation exists) in the presence of their parents/carers.
- Care should be taken in these circumstances not to create an intimidating atmosphere.
- Children/young people will be told what the interview is about and that they can have someone with them.

Staff:

- Explain the complaint and your role clearly to the interviewee and confirm that they understand the complaints procedure and their role in it.
- Staff are allowed a colleague to support them at their interview. The colleague must not be anyone likely to be interviewed themselves, including their line manager.
- Use open, not leading questions.
- Do not express opinions in words or attitude.
- Ask single not multiple questions, [i.e. one question at a time].
- Try to separate 'hearsay' evidence from fact by asking interviewees how they know a particular fact.
- Persist with questions if necessary. Do not be afraid to ask the same question twice. Make notes of each answer given.
- Deal with conflicting evidence by seeking corroborative evidence. If this is not available, discuss with the Complaints Co-ordinator/ Headteacher/ Chair of Governors the option of a meeting between the conflicting witnesses.
- Make a formal record of the interview from the written notes as soon as possible while the memory is fresh. Show the interviewee the formal record, ask if he has anything to add, and to sign the record as accurate.

Complaints Panel Checklist:

The panel will try to ensure that:

- 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, outline their desired outcome and be followed by their witnesses.
- The Headteacher may question the Complainant and the witnesses after each has spoken.
- The Headteacher is then invited to explain the school's actions, their views on the desired outcomes 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 15 school days.
- Both parties leave together while the panel decide on the issues.

Appendix 5 - School Formal Complaint Form

Please complete this form and return it to the Complaints Co-ordinator, who will acknowledge receipt and explain what action will be taken.

Your name:
Child/young person's name:
Your relationship to the child/young person:
Your Address: Daytime telephone number: Evening telephone number: Email:
Please give concise details of your complaint, what you think the School did wrong or did not do. Include dates, names of witnesses etc.
What action, if any, have you already taken to try to resolve your complaint? (Who have you spoken with or written to, and what was the outcome?).

What do you think the School should do to resolve matters at this stage?

Please list any paperwork you are attaching:

Do you need the paperwork to be returned to you: Yes/No

Signature:

Date:

School Use

Date form received:

Received by:

Date acknowledgement sent:

Acknowledgement sent by:

Complaint referred to:

Date referred:

Date response sent:

Appendix 6 - Policy for Unreasonable Complainants/Harassment in Schools:

The Headteacher and staff at Ferndown Middle School deal with specific complaints as part of their day-to-day management of the school in accordance with its Complaints Procedure. The majority of complaints are handled in an informal manner and are resolved quickly, sensitively and to the satisfaction of the complainant.

Ferndown Middle School is committed to dealing with all complaints fairly and impartially and to providing a high quality service to those who complain and they will not normally limit the contact complainants have with the school. However, there are occasions when complainants behave in an unreasonable manner when raising and/or pursuing their concerns and the school does not expect their staff to tolerate unacceptable behaviour. The school will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

In these circumstances the school may take action in accordance with this policy.

Aims of the 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 governors and parents;
- deal fairly, honestly and properly with those who make persistent or vexatious complaints and those who harass members of staff in school while ensuring that other stakeholders suffer no detriment.

Definition of Unreasonable Complainant:

Ferndown Middle School defines unreasonable complainants as ‘those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people’s complaints’.

A complaint can be regarded as unreasonable when the person making the complaint:

- 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, while still wishing their complaint to be resolved;
- refuses to accept that certain issues are not within the scope of a complaints procedure;
- insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure, or with good practice;
- introduces trivial or irrelevant information, which they expect to be taken into account and commented on, or raising large numbers of detailed, but unimportant questions and

insisting 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 process has been fully and properly implemented and exhausted including referral to the DfE;
- seeks an unrealistic outcome;
- has a history of making unreasonable complaints;
- makes excessive demands on school time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and/or by telephone, whilst the complaint is being dealt with;
- electronically recording meetings or conversations without the prior knowledge and consent of the other persons involved.

A complaint will also be considered unreasonable if the person making the complaint does so either face to face, by telephone, in writing or electronically:

- maliciously;
- aggressively;
- using threats, intimidation or violence;
- using abusive, offensive or discriminatory language;
- knowing it to be false;
- using falsified information;
- acts in a persistent way by:
 - sending numerous letters;
 - making multiple phone calls;
 - sending multiple e-mails;
 - leaving multiple voicemails;
 - sending multiple text messages;
 - publishing unacceptable information, comments or threats in a variety of

media, such as social media websites and newspapers.

Action to be taken by the school:

- Whenever possible, the Headteacher or Chair of Governors will discuss the concerns with the Complainant informally before invoking the procedure. This will be confirmed in writing.
- If the behaviour continues the Headteacher will write to the Complainant, explaining that their behaviour is unacceptable and is being considered under this policy. The letter will specify what behaviour is unreasonable and ask them to change it. The Headteacher may also specify methods of communication and times in a communication plan.
- If necessary, further advice should be sought from the Complaint Advice Service Complaints Team [see page 9].
- Any legitimate new complaints will still be considered, even if the person making them is, or has been, subject to the Policy for Dealing with Unreasonable Complaints.
- In the event of any serious incident of aggression or violence, the concerns and action will be put in writing immediately, and the Police informed. This may include banning an individual from Ferndown Middle School.

Barring from the School Premises:

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Schools will therefore act to ensure they remain a safe place for pupils, staff and other members of their community.

If a parent's behaviour is a cause for concern, a school can ask him/her to leave school premises. In serious cases, the Headteacher or the local authority can notify them in writing that their implied licence to be on school premises has been temporarily revoked subject to any representations that the parent may wish to make. Schools should always give the parent the opportunity to formally express their views on the decision to bar in writing.

The decision to bar should then be reviewed, taking into account any representations made by the parent, and either confirmed or lifted. If the decision is confirmed the parent should be notified in writing, explaining how long the bar will be in place.

Anyone wishing to complain about being barred can do so, by letter or email, to the Headteacher or Chair of Governors. However, complaints about barring cannot be escalated to the Department for Education. Once the school's own complaints procedure has been completed, the only remaining avenue of appeal is through the Courts; independent legal advice must therefore be sought.

Review:

The School will review as appropriate, and at a minimum once in a school year, any sanctions applied in the context of this policy.