



Complaints Policy

Date agreed by Governors	Spring 2023
Reviewed	Autumn 2024
Next Review	Autumn 2026

Linked Documents
Staff Code of Conduct
Health and Safety Policy
Child Protection and Safeguarding Policy
Education Act 2002 - Section 29(1)



The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 2: All children have equal rights.
- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 19: Children must be protected from all forms of abuse.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

1. Introduction

This policy is based on The Education Space's Guidance to Maintained Schools on Managing School Complaints. To encourage resolution of situations where a concern/complaint is raised the Governing Board has adopted this Complaints Procedure.

The procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means
- Be simple to use and understand
- Be non-adversarial
- Be impartial
- Where necessary, respects confidentiality
- Discuss concern/complaint with the complainant at the earliest stage and ask what might resolve the issue.
- Enable a full and fair investigation
- Address all the points at issue
- Provide an effective response and appropriate redress where necessary
- Endeavour to avoid using ambiguous language
- Provide information to the school's Senior Leadership Team so that services can be improved

2. Scope

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

- A concern is defined as "an expression of worry or doubt over an issue considered to be important for which reassurances are sought"
- A complaint is defined as "an expression or statement of dissatisfaction however made, about actions taken or a lack of action"

Godwin Junior School aims to resolve concerns and complaints informally where possible, at the earliest possible stage. The majority of issues raised are concerns, rather than complaints.

However, there may be occasions when complainants would like to raise their concerns formally. This policy outlines the procedures relating to handling such complaints.

Complaints are not limited to parents or carers of children who are registered at the school. Anyone can make a complaint about any provision of facilities or services that our school provides, unless separate statutory procedures apply, as stated below.

A complaint may be made:

- in person, by telephone or in writing
- by a third party acting on behalf of the complainant

The school must ensure that we have written consent from the complainant before disclosing information to a third party.

This policy does not cover complaints procedures relating to:

- Admissions
- Statutory assessments of special educational needs (SEND)

- Safeguarding matters
- Suspension and permanent exclusion
- Whistleblowing
- Staff grievances
- Staff discipline

Complaints about services provided by other providers who use school premises or facilities should be directed to the provider concerned. Any third-party providers using our school's premises or facilities must have their own complaints procedures.

3. Timeliness

Complaints need to be considered and resolved as quickly and efficiently as possible. The DfE considers three months to be an acceptable time frame in which to lodge a complaint. Additional time can be given in exceptional circumstances. Following DfE recommendations, the time limits indicated in this document can be amended by the school if we feel that they are unreasonably excessive or restrictive.

Any decision made by a school, must also be made in line with the principles of administrative law. This means a decision is:

- a) Lawful – it complies with education and other law, including human rights and equality law, such as the Human Rights Act 1998 and the Equality Act 2010
- b) Rational
- c) Reasonable
- d) Fair
- e) Proportionate

All complaints received are logged and any that are outside the 'time-frame' will be reviewed and considered under 'exceptional circumstances' before a decision to close or investigate is taken. It is for schools to determine what constitutes exceptional circumstances.

4. Roles And Responsibilities

The complainant

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

- Follow these procedures
- Co-operate with the school throughout the process, and respond to deadlines and communication promptly
- Ask for assistance as needed
- Treat all those involved with respect
- Do not publish details about the complaint on social media

The investigator

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

- Interview all relevant parties (where appropriate), keeping notes
- Consider records and any written evidence and keep these securely
- Prepare a report/comprehensive report, which includes the facts and potential solutions/actions

- Ensure a file is maintained to keep a record of the investigation, evidence, reports, minutes and notes of meetings/interviews at the different stages.

Governors and Governing Board

- Governors and Governing Board members will remain impartial to any concerns or complaints raised by the complainant
- Where the procedure states that the Chair/Vice-Chair or designated member of the Governing Board will investigate the complaint, will follow the investigator points above.
- Where the procedure requires a Complaints Panel of governors to hear the complaint, the Chair of the panel meeting will:
 - Chair the meeting, ensuring that everyone is treated with respect throughout
 - Make sure all parties see the relevant information (complaints pack), understand the purpose of the committee and are allowed to present their case

5. Legal Representation

The complaints process is not a legal proceeding and therefore legal representation is not required at any stages. In the event that a complaint progresses to the panel stage, the DfE guidance makes it clear that they do not recommend that either the complainant or the school bring legal representation. These meetings are not a form of legal proceedings.

The aim of the panel of governors should be:

- Reconciliation
- To put right things that may have gone wrong

There are occasions where legal representation may be appropriate:

- An example of this is if a school employee is a witness in a complaint, they may be entitled to bring union or legal representation.

6. Mediation

Mediation meetings can be helpful. However, the DfE recommends that mediation meeting should not be used as a substitute for an investigation during the 'formal' stages of the complaint's procedure. The complainant needs to feel that these meetings will help to find a resolution and action formed from them in order to assist the process.

Mediation can:

- provide a helpful mechanism for discussion when a concern is raised
- help to rebuild the relationship between parties once all of the investigative stages of the complaints procedure have been completed

7. Audio Or Video Evidence

Complainants should make sure they obtain informed consent from all parties present before recording conversations or meetings. The DfE does not normally accept electronic recordings as evidence when they are asked to consider a complaint. However, they may accept independently notarised transcriptions of recordings. The DfE may also ask for the written consent of all recorded parties.

Unless exceptional circumstances apply, we will not accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

8. Record Keeping Of Complaints

It is appropriate for schools to decide how to hold meetings with the complainant during the various stages of the Complaints Procedure.

To move forward and to ensure timescales are met, we will arrange to meet complainants face-to-face and where this is not possible, meetings will be arranged virtually to discuss concerns. These meetings can then include other parties as required and where necessary to resolve and find solutions to the complaint.

To ensure compliance with your obligation under the Equality Act 2010, we will ensure that the complainant's communication preferences are met and reasonable measures are in place, these could be due to disability, learning difficulties, difficulties using English.

We will:

- Take brief notes of meetings, calls and contacts
- Ensure these are kept securely
- Send a written response to the complainant
- Seek consent from all parties before using any recording device

We will give due consideration to:

- how any decision to allow recordings may affect any third parties called to act as witnesses
- the impact and consequences on the individuals involved in the complaint in the event recordings are lost or leaked
- retention of records

9. Handling Complaints Fairly

We will make sure that complainants are treated fairly and offered a chance to state their case either in person or in writing, at each stage of the procedure.

Complainants can request an independent Complaints Panel if they believe there is likely to be 'bias' in the proceedings. The complainant is required to provide the school with evidence of bias in support of their request; it is the school's decision whether to agree to this. If the appearance of bias is sufficient to taint the decision reached, then we will follow the DfE's recommendation that we grant such requests.

If we believe that we have made reasonable attempts to accommodate a complainant with dates for meetings and they refuse or are unable to attend we reserve the right to:

- convene meetings in their absence
- reach a conclusion in the interest of drawing the complaint to a close

10. Bias In The Complaints Proceedings

Complainants are entitled to a fair meeting or review. Anyone (including governors) with a 'conflict of interest', should not take part in the complaints process, including proceedings of governing board meetings and committees. If there is any reasonable doubt as to a person's ability to act impartially, they are expected to withdraw from considering the complaint.

When making decisions, the school will not act in a way that is biased. We are conscious that the appearance of bias may be sufficient to taint a decision, even if there is no actual bias. This concept derives from the principle that justice must not only be done but be seen to be done.

11. The Stages Of Our Complaints Procedure

Our Complaints Process has five stages; these are as follows:

Stage 1 (informal) – A concern is raised informally with a member of staff

In the vast majority of cases, a concern can and should be resolved by contacting the appropriate member of staff.

- The complaint is dealt with by the staff member directly involved with the reported problem. (e.g. class teacher) or designated Stage 1 Complaints Officer (who is not the subject of the complaint).
- The initial communication from the complainant to the member of staff may be by letter, telephone conversation or in person by appointment.
- The school will acknowledge the complaint within two school working days.
- The complainant must allow the designated staff member five school working days to respond to the concern. The majority of concerns will be satisfactorily dealt with in this way.
- If a response cannot be given within five school working days then we will ensure that the complainant is provided with a realistic and reasonable timeline.
- If this does not lead to a resolution of the concern/s raised then the complainant must be asked to write to or email the school within 10 school working days and state what they would like the school to do.
- The concern/complaint must be referred to the next stage of the complaints process, which is the commencement of the formal process.

Stage 2 (formal) – if unresolved at Stage 1

The Head Teacher (or designated person) will deal with the complaint.

If the complainant is dissatisfied with the response from the member of staff at Stage 1, they will be advised to put their complaint in writing to the Head Teacher, who will ensure that it is dealt with formally at Stage 2.

Where the Head Teacher is the subject of the complaint, the complainant will be advised to address it to the Chair of Governors, Qudrat Khan (qudrat.khan@godwin.newham.sch.uk).

If the complaint is being dealt with by the Chair of Governors this will bypass Stage 2 and go to Stage 3 of the formal procedure and heard by the Chair of Governors or designated governing board member.

The complainant must ensure that they include details of why they are still dissatisfied and what action they believe they would like to see happen to resolve the complaint. They can also attach any evidence to support their concerns.

- The school must acknowledge the complaint within five school working days
- The Head Teacher / designated officer will follow the process as laid out within roles and responsibilities in this document.
- The complainant must allow the designated staff member 10 school working days to respond -
- If a response cannot be given within 10 school working days then we will ensure that the complainant is provided with a realistic and reasonable timeline.
- The school will ensure that the outcome response letter addresses all the points raised by the complainant and explains how to escalate to the next stage if required.

Stage 3 (formal) - if unresolved at Stage 2

A nominated governor will deal with the complaint.

If the complaint is about a member of the governing board or the entire governing board, steps will need to be added to the Complaints Procedure to deal with this. The options available are:

- Support, advice and guidance sought from School Support Management.
- Support, advice and guidance sought from Governor Support Services.
- The complainant must ensure that they include details of why they are still dissatisfied and what action they believe they would like to see happen to resolve the complaint. They can also attach any evidence to support their concerns.
- The school/Chair of Governors must acknowledge the complaint within 5 working days
- The complainant must allow the designated staff member 15 school working days to respond to the concern.
- If a response cannot be given within 15 school working days then the complainant must be provided with a realistic and reasonable timeline.
- The outcome response letter will address all of the points raised by the complainant and how to escalate to the next stage if required.
- The conclusions for the response letter could be:
 - The evidence indicates that the complaint was substantiated and therefore upheld
 - The complaint was substantiated in part and what action will be taken
 - The complaint is not substantiated by the evidence and therefore not upheld
- The conclusion could be:
 - The evidence indicates that the complaint was substantiated and therefore upheld
 - The complaint was substantiated in part and what action will be taken
 - The complaint is not substantiated by the evidence and therefore not upheld
- The complainant is informed that if they are still dissatisfied they can write to the Governing Board directly via the school (gudrat.khan@godwin.newham.sch.uk) or School Management Support (SMS) at The Education Space (NPW), outlining why they feel the complaint is unresolved and how they feel it could be resolved.

Stage 4 (formal) – if unresolved at Stage 3

The Governing Board Complaints Panel hears the complaint.

If the complainant is dissatisfied with the response from the designated person at Stage 3, they should be advised that the next stage is to put their complaint in writing to the Chair of Governors at Stage 4.

The letter can be sent to the school (qudrat.khan@godwin.newham.sch.uk) or to School Management Support at The Education Space.

The complainant must ensure that they include details of why they are still dissatisfied with the decision at Stage 3, and what they feel would resolve the complaint. They may also attach any evidence to support their complaint.

If the complaint is received by the school then it will contact School Management Support who will provide support, advice and assistance with process

Alternatively:

- A panel of Governors (preferably 3) will form the School Complaints Panel to consider the complaint.
- The panel must be independent and impartial.
- No governor may sit on the panel if they have had prior involvement in the complaint or in the circumstances surrounding it.
- The panel is to have a cross-section of categories of governors and should be sensitive to issues of race, gender and religious affiliation
- If appropriate, the panel can be made up of governors from another school.

Schools need to ensure that details of complaints should not be shared with the whole governing board at any stage while they are still being considered/investigated, in case governors are required for the Complaints Panel, (this allows for an impartial panel).

The panel must convene a meeting to discuss the complaint and all the investigation evidence to make a final decision on how to progress.

A clerk should be appointed to take notes of the meeting and records must be kept.

The Head Teacher has a statutory duty for the internal organisation and management of the school, which they must carry out in accordance with any rules, regulations or policies laid down by the governing board.

Therefore, the remit of governors' consideration of a complaint about a matter of internal organisation and control will be as to whether the Head Teacher has followed any relevant school policies; it is not to substitute its own operational judgement for that of the Head Teacher.

After acknowledging the complaint within 10 school working days, the panel can:

- Decide to convene a meeting with the complainant. If a meeting is to be convened, the person chairing the meeting, either the Chair or Vice-Chair (whoever did not deal with the complaint at Stage 3), will write to the complainant. The letter will include the date, time and venue of the convened meeting to hear the complaint.
- Decide on the appropriate action to be taken to resolve the complaint, the Complaints Panel will consider the following:
 - Complex or not enough information - convene a meeting.
 - For non-complex complaints, do not meet with the complainant, but use all the information available to them and decide on the complaint as there is enough information to allow a decision to be made.

Support is fully available from School Management Support (SMS) at The Education Space (NPW)

- Possible outcomes for the Panel:
 - The evidence indicates that the complaint was substantiated and therefore upheld (Uphold the complaint in whole or in part)
 - The complaint is not substantiated by the evidence and therefore not upheld (Dismiss the complaint in whole or in part)
 - The complaint was substantiated in part and what action will be taken (Recommend changes to school systems or procedures to ensure that similarly do not occur)
- An outcome letter will be sent to the complainant within 20 school working days of the Complaints Panel meeting. This letter will also inform them of Stage 5.

Stage 5 – once the School’s Complaints Procedure has been exhausted

The outcome letter from the School Complaints Panel exhausts the internal four-stage procedures.

Anyone can raise a complaint with the DfE. However, the DfE expects that the school's complaints procedure has been completed before they are contacted. The DfE’s contact form clearly explains this and advises the complainants to complete local procedures before submitting their complaint to the DfE.

If the complainant is dissatisfied with the process, they are able to contact:

Department for Education
 Piccadilly Gate
 Store Street
 Manchester,
 M1 2WD
 Helpline: 0370 000 2288
<https://www.gov.uk/contact-dfe>

12. Duplicate Complaints

After closing a complaint at the end of the complaints procedure, if we receive a duplicate complaint from:

- a spouse
- a partner
- a grandparent
- a child

about the same subject, we will inform the new complainant that the school has already considered that complaint and the local process is complete. The school will advise the new complainant to contact the Department of Education if they are dissatisfied with our handling of the original complaint.

However, we will take care not to overlook any new aspects to the complaint that we may not have previously considered. We will ensure these are investigated and dealt with to the full extent of the Complaints Procedure.

13. Complaint Campaigns

Should our school become the focus of a complaint campaign and receive large volumes of complaints:

- all based on the same subject

- some complainants unconnected with the school

we have a separate procedure in our Complaints Policy to handle complaints of this nature – please see appendices. Our response may include:

- sending a template response to all complainants
- publishing a single response on our school's website

Any complainants dissatisfied with the school's response will be referred to the DfE.

14. Managing Serial And Persistent Complaints

We will ensure that as far as possible we do our best to be helpful to anyone who contacts us with:

- a complaint or concern
- a request for information

However, there will be occasions when, despite all stages of the Complaints Procedure having been followed, the complainant remains dissatisfied. If a complainant tries to re-open the same issue, we will inform them that the procedure has been completed and that the matter is now closed.

If the complainant contacts the school again on the same issue, the correspondence may then be viewed as 'serial' or 'persistent' and we may choose not to respond. However, we will not mark a complaint as 'serial' before the complainant has completed the procedure, unless our school's published Serial Complaint Criteria applies.

Under no circumstances will a complainant be marked as 'serial' for exercising their right to refer their complaint to their MP, regardless of which stage the complaint has reached.

A school may receive complaints it considers to be vexatious. The Office of the Independent Adjudicator defines the characteristics of a 'frivolous' or 'vexatious' complaint as:

- one which is obsessive, persistent, harassing, prolific, repetitious
- an insistence upon pursuing unmeritorious complaints and/or unrealistic outcomes beyond all reason
- an insistence upon pursuing meritorious complaints in an unreasonable manner
- one which is designed to cause disruption or annoyance
- one with demands for redress that lack any serious purpose or value

We will not refuse to accept further correspondence or complaints from an individual that we have had repeat or excessive contact with. The application of a 'serial or persistent' marking will be against the subject or complaint itself, rather than the complainant.

Our Policy for Managing Serial and Unreasonable Complaints is attached as an appendix.

The decision to stop responding will never be taken lightly. To do so, schools need to be able to say yes to all of the following:

- they have taken every reasonable step to address the complainant's concerns
- the complainant has been given a clear statement of the school's position and the complainant's options

- the complainant contacts the school repeatedly, making substantially the same points each time

The case to stop responding is stronger if the school agrees with one or more of these statements:

- the complainant's letters, emails, or telephone calls are often or always abusive or aggressive
- the complainant makes insulting personal comments about or threats towards staff
- the school has reason to believe the individual is contacting them with the intention of causing disruption or inconvenience

We will not stop responding just because an individual is difficult to deal with or asks complex questions.

Godwin Junior School Complaint Form

Please complete and return to the Head Teacher (info@godwin.newham.sch.uk) (as per Stage Two) who will acknowledge receipt and explain what action will be taken.

Your name:
Pupil's name (if relevant)
Your relationship to the pupil (if relevant):
Address: Postcode: Daytime telephone number: Evening telephone number:
Please give details of your complaint:
What action, if any, have you already taken to try and resolve your complaint. (Who did you speak to and what was the response)?

What actions do you feel might resolve the problem as this stage?
Are you attaching any paperwork? If so, please give details.
Signature:
Date:
OFFICIAL USE
Date acknowledgement sent:
By whom:
Complaint referred to:
Date:

Model letter - Complaint not heard

Dear ,

Following receipt of your communications and careful consideration of the same, I regret that I am unable to deal with this matter under the School's Complaints Procedure. The reason for this is that:

- You have not identified any specific actions of which you might complain
- Your concerns are presented as conclusions rather than specific actions of which you complain.
- The concerns that you identify relate to historical actions and any evidence which might have enabled an objective investigation of your complaint is no longer available.
- The substance of your complaint has been addressed under this procedure already.
- The concerns that you raise do not fall within the scope of this procedure.
- You have not identified any potential sources of evidence which might allow the matter to be investigated.
- The school offered to resolve the matter informally and in my judgement you refused unreasonably to take advantage of this.

If you wish my decision to be reviewed then you may take advantage of (Stage 3/4) of the complaints procedure by writing to the Chair of the Governing Board, (quadrat.khan@godwin.newham.sch.uk) or School Management Support at The Education Space, Boardman House (3rd Floor), 64 Broadway, Stratford, London E15 1NT; email address: schoolsupport@theeducationspace.co.uk

Yours sincerely,

Head Teacher
or Chair of Governing Board

Model letter – Decision notification

Dear ,

Following receipt of your complaint and careful consideration of all the available relevant evidence, I have concluded that:

- There is insufficient evidence to reach a conclusion, so the complaint cannot be upheld. If you are able to provide additional evidence forthwith I/we will reconsider this decision.

OR

- The concern is not substantiated by the evidence in that

OR

- The concern was substantiated in part/in full, as The school will review its practices/procedures..... with the intention of avoiding any reoccurrence. Parents/carers will be informed in due course of any policy changes.

OR

- In order to address fully the matters investigated, the school has initiated appropriate internal procedures. Due to the nature of these procedures, their outcome must remain strictly confidential. We are confident, however, that the circumstances that gave rise to your complaint should not recur.

I hope that we may now put this matter behind us and work together for the benefit of your child's progress.

If you wish my decision to be reviewed then you may take advantage of (Stage 4/5) of the complaints procedure by writing to the Chair of the Governing Board (quadrat.khan@godwin.newham.sch.uk) or School Management Support at The Education Space, Boardman House (3rd Floor), 64 Broadway, Stratford, London E15 1NT; email address: schoolsupport@theeducationspace.co.uk

Yours sincerely,

Head Teacher / Chair of Governors

Model letter – Review outcome

Dear ,

Having carefully considered your representations in the context of the relevant evidence, the School's Governing Board Complaints Panel has concluded that the Complaints Procedure was followed appropriately in respect of your complaint in that

Therefore, the matter is now closed as far as the school is concerned.

Or

Having carefully considered your representations in the context of the relevant evidence, the School's Governing Board Complaints Panel has concluded that the Head Teacher followed the Complaints Procedure except

Therefore, the following action will be taken

Once this action has been completed the school will consider the matter to be closed.

Or

Having carefully considered your representations in the context of the relevant evidence, the School's Governing Board Complaints Panel has concluded that the Head Teacher followed the General Complaints Procedure except that

We have determined that this procedural failure did not affect the outcome of the consideration of your complaint so, while we regret this error, we will now consider this matter to be closed as far as the school is concerned.

I hope that we may now put this matter behind us and work together for the benefit of your child's progress.

If you should have any queries about the process followed you can write to: Department for Education, Piccadilly Gate, Store Street, Manchester, M1 2WD

Yours sincerely,

Chair of School's Governing Board Complaints Panel

c.c. Head Teacher

Checklist for a Complaints Appeal Panel hearing

The Panel needs to take the following points into account:

- 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 Head Teacher may question both the complainant and the witnesses after each has spoken.
- The Head Teacher is then invited to explain the school's actions and be followed by the school's witnesses.
- The complainant may question both the Head Teacher 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 Head Teacher is then invited to sum up the school's action and response to the complaint.
- Both parties leave together while the panel decides on the issues.
- The Chair explains that both parties will hear from the Panel within a set time scale.

The process set out above is based on the Head Teacher and complainant being present at the same time. There are occasions where this is not the appropriate arrangement in order to ensure a fair and full consideration of the case. In such cases it is likely that the complainant will be seen first and the Head Teacher at a later stage. At the separate meeting with the complainant, the principles set out above should be followed.

Model policy for managing serial and unreasonable complaints

Godwin Junior 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.

Godwin Junior 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 Complaints 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 Head Teacher or Chair of Governors will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

If the behaviour continues, the Head Teacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact Godwin Junior 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 Godwin Junior School.