

Cheshire East Council

## **SCHOOL COMPLAINTS POLICY & PROCEDURE FOR PARENTS & OTHERS**

March 2025



Cheshire East Council

## **SCHOOL COMPLAINTS PROCEDURE FOR PARENTS, CARERS AND OTHERS**

# **The Dingle Primary School**

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## **Guidance for Schools - General Principles**

This procedure has been reviewed to ensure that the process is up-to-date. It has been based upon the Department for Education (DfE) guidance 'Best Practice Advice for School Complaints Procedures 2019' and 'Guidance on running a complaints system' published by the Local Government Ombudsman. It learns from the best practice of local authorities in dealing with complaints.

### **Legal context**

Governing bodies of all maintained schools and maintained nursery schools are required under Section 29 of the Education Act 2002, to have in place a procedure for dealing with all complaints relating to the school, other than complaints falling to be dealt with under other procedures, and to publicise the procedure. The governing body is also required to have regard to any guidance given from time to time by the Secretary of State.

Schools are likely to have a complaints procedure already in place based on LA or Diocesan Board models. This document is intended to be helpful to schools wishing to draft or review their existing procedure.

### **Aims and objectives**

The aim and objective of these guidelines is to balance the rights and responsibilities of parents and carers of pupils and school staff to establish and maintain good relationships and also to deal with complaints from members of the local community.

### **Key Principles**

The key principles for effective complaint handling is that this policy:

- is simple to understand and use;
- is impartial;
- is non-adversarial;
- enables a full and fair investigation;
- where necessary, respects confidentiality;
- addresses all the points at issue and provides an effective response and appropriate redress, where necessary
- provides information to the school's senior management team so that services can be improved.

When people have concerns or complaints it is important that they are treated seriously and courteously and that the matter is investigated in an open-minded and impartial way to demonstrate that it has been dealt with properly. The complaints procedure should be well publicised and easily accessed by staff and by the public.

### **The difference between a concern and a complaint**

Schools need to be clear about the difference between a concern and a complaint. A 'concern' is an expression of worry or doubt over an issue considered to be important for which reassurances are sought. Many issues can be resolved informally and

taking informal concerns seriously at the earliest stage should reduce the potential for the concern to develop into a formal complaint. A complaint may be defined as an expression of dissatisfaction, however made, about actions taken or a lack of action.

The procedure encourages the resolution of problems by informal means wherever possible. However, the formal procedures must be invoked where the person raising the concern remains dissatisfied and wishes to pursue their complaint. Formal complaints should always follow the complaints procedure set out in this policy, which shows the steps that should be followed in order to resolve complaints in a timely manner.

### Who can make a complaint?

Any person, including members of the general public, may make a complaint about any aspect of a school's facilities or services, unless separate statutory procedures apply. In the main, this will mean parents and carers of the school's pupils but may include, for example, neighbours of the school or other members of the local community.

### Circumstances where this procedure should not be used

There are certain complaints which fall outside the scope of the school's complaints procedure and are subject to alternative procedures, including but not limited to:

	Whom to contact
<ul style="list-style-type: none"> <li>• Admissions to school</li> <li>• Statutory assessments of SEN</li> <li>• School re-organisation proposals</li> <li>• Matters likely to require a Child Protection investigation</li> <li>• safeguarding referrals – under the remit of the LA's children's social care services and child protection procedures apply</li> </ul>	Local authority.
<ul style="list-style-type: none"> <li>• Exclusion from school</li> </ul>	Parents and carers may use procedures to challenge permanent exclusions and fixed term exclusions of more than 5 days in a given term. Concerns about the process followed can be raised via the complaints procedure.
<ul style="list-style-type: none"> <li>• Whistleblowing</li> </ul>	<ul style="list-style-type: none"> <li>• Schools should have an internal procedure for employees and volunteers.</li> <li>• Ofsted may be contacted by email (<a href="mailto:whistleblowing@ofsted.gov.uk">whistleblowing@ofsted.gov.uk</a>) telephone (03001233155) or in writing (WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD).</li> </ul>
<ul style="list-style-type: none"> <li>• Staff grievances and disciplinary procedures</li> </ul>	Schools <b>must</b> have staff grievances, discipline and conduct procedures in place. Complainants are not informed

	of the outcomes of actions under this procedure.
<ul style="list-style-type: none"> <li>Complaints about services provided by external bodies using a school's premises or facilities.</li> </ul>	Providers should be contacted directly and have their own procedures for such eventualities.

If any other policy is more appropriate than this complaints policy for any given situation, then it should be used in preference to this policy.

## Equality issues

In dealing with complaints the school should take appropriate steps to ensure that any individual has the opportunity to raise their concerns or submit a formal complaint. This will include making arrangements for helping people with different needs and ensuring that any chosen venue for meetings is accessible.

## Safeguarding referrals

Schools have a duty to safeguard and promote the welfare of their pupils under section 175 of the Education Act 2002. This includes making referrals to the appropriate organisation, usually the LA children's social care services, if they have a concern about the welfare of a child. It is not for the school to investigate, or make a judgment about, possible abuse or neglect and they must refer any concerns they may have. Any response to a complaint about a safeguarding referral made by school staff will be limited to considering whether the appropriate action was taken at the time the referral was made on the information available at the time and in accordance with the safeguarding policy.

## Cut-off Limits

It is reasonable to expect complaints to be made as soon as possible after an incident arises. Sometimes there may be good reasons for delay, for example, the complainant was gathering further information to support their complaint or was not fully aware of the implications of an incident until a later date. Three months since the reason for the complaint has passed is considered to be the maximum acceptable time frame in which to lodge a complaint. A complaint beyond 3 months of any incident taking place may be considered if the complainant can prove that they are reliant upon, or dependent upon, a significant external factor e.g. support from an outside agency. A complaint will not be considered after 12 months have passed after a decision, incident or action is taken that causes complaint, unless there are proven exceptional circumstances.

## Serial and Persistent Complaints (see also Appendix 1)

If properly followed, the complaints procedure will limit the number of complaints that become protracted. However, there will be occasions when, despite all stages of the procedures having been followed, the complainant remains dissatisfied.

There are occasions when complaints become unreasonable.

The School will do their best to be helpful to complainants; however, in cases where the school is contacted repeatedly by an individual making the same points, or who asks them

to reconsider their position, the school will take appropriate action. It is a poor use of schools' time and resources to reply to repeated letters, emails or telephone calls making substantially the same points. If a complainant tries to re-open the same issue, the Chair of Governors will inform the complainant that the procedure has been completed and that the matter is now closed. If the complainant contacts the school again on the same issue, then the correspondence may be viewed as 'serial' or 'persistent' and the school may choose not to respond. Any such decision will be communicated to the complainant in writing with the reasons for it. In these circumstances the school should take advice from the Governor Service Team at the LA and or the LA Legal Services.

### **Physical or verbal aggression (See appendix 2)**

On rare occasions, the unreasonable behaviour of a complainant can pose a risk to the school community. This can occur either while a complaint is being investigated or once the investigation has finished. If this occurs, a warning letter to the complainant cautioning them that further aggressive or abusive behaviour could result in their being banned from the premises should help to deter any reoccurrence. In the most extreme case, it may be necessary to impose an actual ban on the person and the school may wish to seek legal advice on how to do this.

## **THE COMPLAINTS PROCEDURE**

### **Stages of a Complaint**

At each of the four school-based stages the procedure clarifies who will be involved and what will happen. An unhappy complainant can always take a complaint to the next stage once all actions in the current stage have been exhausted.

#### **STAGE 1 (Informal): initial contact with school staff - raising a concern**

This stage aims to resolve the concern through discussion with the class teacher, member of the leadership team or Head Teacher. The majority of such issues are likely to be resolved on an informal basis and within 10 days.

1. The complainant should first discuss their concern with an appropriate member of staff and explain what outcome they are seeking. This is usually the best and quickest way of resolving issues.
2. Staff will see the complainant or contact them by telephone or in writing as soon as possible after they make known their concern. It is recommended that, where possible, the complainant makes an appointment, as this will give them and the school an opportunity to discuss the issue at an appropriate time and place.
3. The staff member will seek to establish the nature of the concern and to seek a realistic resolution to the problem.
4. If the member of staff first contacted cannot immediately deal with the matter, s/he will make a clear note of the date, name and contact address or phone number. At this point the concern will be referred to the leader

responsible. S/he will check later to make sure the referral has been dealt with.

5. If the matter is brought to the attention of the head teacher s/he may decide to deal with the concern. If the concern is about the head teacher the parent will be advised to contact the chair of the governing body.
6. The member of staff dealing with the concern will make sure the complainant is clear what action (if any) or monitoring of the situation has been agreed.
7. Where no satisfactory solution has been found, and the complainant continues to have concerns, they may wish to consider a formal complaint in writing to the head teacher.
8. If there are circumstances which make it difficult for the complainant to discuss their concern with a particular member of staff or senior staff, they may be referred to the Head Teacher.

## **STAGE 2: Formal Complaint**

This stage deals with formal complaints.

1. If still unhappy after Stage 1, the complainant can write to the Head Teacher. The complainant should also complete the School complaints form, Appendix A.
2. Complaints against the Headteacher should be made in writing to the Chair of Governors, via the Clerk to the Governing Body. Complaints against the Chair of Governors or any individual governor should be made by writing to the Clerk to the Governing Body.
3. The Head Teacher, or their nominated representative, will acknowledge and investigate the complaint but it is the Head Teacher or if the complaint concerns the Headteacher, the Chair of Governors at stage 3, who will decide the outcome.
4. The head teacher (or designated person) will acknowledge the complaint within five working days of receiving the written complaint. The acknowledgement will give an explanation of the school's complaints procedure and a target date for providing a response to the complaint. This target date should be within a maximum of 20 working days.
5. The head teacher (or designated person) will meet with the complainant in person. The purpose of any correspondence or meeting shall be to establish the nature of the concern/complaint, what has been discussed already with a member of staff and any actions arising from the initial meeting, why the complainant is still unhappy and what outcome they are seeking. The limitations of any action resulting from the complaint shall also be discussed.
6. If necessary the head teacher (or designated person) will interview other parties and take statements from those involved. If the complaint centres on a pupil, the pupil should also be interviewed unless this is judged not to be in the interests of the pupil's welfare. Pupils should normally be interviewed with parents/carers present, but if this would seriously delay the investigation of a serious/urgent complaint or if the pupil has specifically said that s/he would prefer that parents/guardians were not involved, another member of staff with whom the pupil feels comfortable should be present. If a member of staff is complained against, they must have the opportunity to present their

case and the complaint may also be investigated as appropriate under the school's disciplinary procedure.

7. The Head Teacher will keep records of all meetings and telephone conversations and other related documentation.
8. The Head Teacher will send a written response, and offer an opportunity to meet with the complainant, who may be accompanied, within an agreed timescale, to give his/her decision and the reasons for it. The letter should advise the complainant how to escalate their complaint to the next stage of the procedure if they are still unhappy.
9. It is hoped that most problems will have been resolved and that the complaint can be closed at this point.
10. If the complaint is against the head teacher, or if the head teacher has been closely involved in the issue, the complaint will proceed straight to Stage 3.

### **STAGE 3 (Formal): Chair of Governors' Complaints Panel**

This stage covers two scenarios:

1. formal complaints made against the head teacher;
2. any other formal complaints unresolved at Stage 2.

In Case 1 above, the written complaint will be forwarded to the Chair of Governors by the Clerk to the Governing Body.

In Case 2, the complainant must write to the Chair of the Governing Body, either by letter or email, within 10 working days of receiving the written response in Stage 2. This should state the original complaint and the reasons for appealing the outcome of the previous stage. It should not contain any material differences from the original complaint.

1. The Chair of the governing board may feel it would be appropriate that an independent person is enlisted to investigate the complaint if it is deemed that a conflict of interest exists between any members of the panel and the complainant or subjects of the complaint.
2. The Chair of Governors will convene a complaints panel to conduct an independent investigation of the complaint. The complaints panel will consist of the Chair of governors plus two other governors.
3. At least one member of the panel shall meet with the complainant. The purpose of this meeting shall be to establish the nature of the complaint, what has transpired in previous stages of the complaint's procedure, why the complainant is still unhappy and what outcome they are seeking. The limitations of any actions resulting from the complaint shall also be discussed.
4. If necessary members of the panel will interview other parties and take statements from those involved. If the complaint centres on a pupil, the pupil should also be interviewed unless this is judged not to be in the interests of the pupil's welfare. Pupils should normally be interviewed with parents/carers present, but if this would seriously delay the investigation of a serious/urgent complaint or if the pupil has specifically said that s/he would prefer that parents/guardians were not involved, another member of staff with whom the pupil feels comfortable should be present. If a member of staff is complained



against, they must have the opportunity to present their case and the complaint may also be investigated as appropriate under the school's disciplinary procedure.

5. The panel will keep records of all meetings and telephone conversations and other related documentation.
6. The complaints panel should meet within 20 working days of receipt of the request, to review all evidence collected in their investigations and to agree an outcome of their review of the original complaint.
7. The Chair of governors will send a written response, and offer an opportunity to meet with the complainant, who may be accompanied, within an agreed timescale, to give his/her decision and the reasons for it. The letter should advise the complainant how to escalate their complaint to the next stage of the procedure if they are still unhappy.
8. Where no satisfactory solution has been found, and the complainant disagrees with the outcome, they may proceed to Stage 4.

#### **STAGE 4 (Formal) GOVERNORS REVIEW PANEL**

1. The complainant must write to the clerk of the governing board, either by letter or email, within 10 working days of receiving the written response in Stage 3. This should state the original complaint and the reasons for requesting a review of the outcome of the previous stages.
2. Any review of the process followed by the head teacher, Chair of governors or the investigating governors shall be by a panel of at least three members of the governing board appointed to be the Complaints Review Panel.
3. The Complaints Review Panel's purpose, in each case, is to review (not to re-investigate) the original complaint and the school's response to it, including its investigation and the outcome. The Complaints Review Panel's role is not to undertake a re-investigation of the case, nor to extend its reference beyond the above matters.
4. The panel shall meet with the complainant, who may be accompanied if they wish. The purpose of this meeting shall be to establish the nature of the original complaint, what has transpired in previous stages of the complaints procedure, why the complainant is still unhappy and what outcome they are seeking. The limitations of any actions resulting from the complaint shall also be discussed. This is not an opportunity for any new evidence to be presented.
5. The role of the Stage 4 Review Panel is to review the actions and supporting evidence of the Stage 2 and 3 investigations. The Panel is not permitted to do the following:
  - To re-investigate the complaint;
  - to reach a definite view on a point of law;
  - to criticise the complainant for any "contributory negligence" that may have contributed to the difficulties;
  - to be an alternative to a disciplinary hearing, as far as staff are concerned;

- To hear any new complaints or new evidence not presented by either side during prior stages of the process (except if it relates to the length of time taken to deal with the substantive complaint)
- 6. The review panel should meet within 20 working days of receipt of the request.
- 7. The panel can reach one of the following conclusions:
  - Agree with the process and outcomes reached at Stages 2 and 3.
  - Determine that there is insufficient evidence to secure the outcomes reached, and recommend further action to be taken as part of a reinvestigation (i.e. return to Stage 2 with recommendations on change of process).
  - Uphold the complaint in whole or in part; recommend any action to be taken as a result of the complaint and recommend changes to the school's systems or procedures to ensure that similar problems do not recur.
- 8. The Chair of the review panel will send a written response to the complainant within an agreed timescale, giving the panel's decision and the reasons for it.
- 9. The panel will also meet with the complainant, who may be accompanied, to explain and discuss their decision.
- 10. There is no further right to appeal this decision within the school although the complainant may be able to seek a review of the Governor's appeal panel in certain circumstances to the external bodies listed below "Taking complaints further".

### **Taking complaints further**

If the complainant is still not happy at this stage they should be informed that they can appeal to the Secretary of State for Education (or any other relevant body appointed to hear parental complaints against schools as set out in Regulations or Acts of Parliament) on the following grounds:

- The governing body is acting or proposing to act unreasonably;
- The governing body has failed to discharge its legal duties as set out in Regulations or Acts of Parliament.

The governing body notes that the Secretary of State has a duty to consider all complaints raised but will only intervene where the governing body has acted unlawfully or unreasonably and where it is expedient or practical to do so. The School Complaints Unit (SCU) considers complaints relating to LA maintained schools in England on behalf of the Secretary of State.

Information about the SCU can be obtained by calling Tel 0370 000 2288 or by writing to:

Department for Education  
School Complaints Unit 2nd Floor  
Piccadilly Gate Store Street  
Manchester M1 2WD

Signed..... Dated.....  
Mrs R Smith - Chair of Governing Board

## **SUMMARY: GUIDANCE FOR SCHOOLS – DEALING WITH COMPLAINTS**

### **Stage 1 – (Informal) Concern to staff member**

- ☐ Offer escalation to Stage 2 if unhappy.

### **Stage 2 – (Formal) Complaint to Head Teacher or Chair of Governors**

- ☐ Acknowledge receipt of complaint
- ☐ Issue letter inviting complainant to hearing
- ☐ Write to complainant with outcome of investigation
- ☐ Offer escalation to Stage 3 if unhappy.

### **Stage 3 – (Formal) Governor's Complaints Panel**

- ☐ Issue letter inviting complainant to hearing
- ☐ Issue letter confirming Panel's decision
- ☐ Ensure Complaints Coordinator informed of outcome
- ☐ Offer escalation to Stage 4 if unhappy.

### **Stage 4 – (Formal) Governor's Review Panel**

- ☐ Issue letter inviting complainant to hearing
- ☐ Issue letter confirming Review Panel's decision
- ☐ Ensure Complaints Coordinator informed of outcome  
Advise on any further recourse

### **Further information**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/489056/Best Practice Advice for School Complaints 2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489056/Best_Practice_Advice_for_School_Complaints_2016.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/387342/Complaints to Ofsted about schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/387342/Complaints_to_Ofsted_about_schools.pdf)

<https://www.naht.org.uk/welcome/advice/advice-home/model-policies/school-complaints-procedure-mp02>

<http://www.nga.org.uk/Home.aspx>  
(National Governors Association)

**Appendix A****School Formal Complaints Form**

Please complete and return to The Dingle (complaints co-ordinator) who will acknowledge receipt and explain what action will be taken

**Surname:** \_\_\_\_\_ **First Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
\_\_\_\_\_ **Postcode** \_\_\_\_\_  
\_\_\_\_\_ :

**Home Tel:** \_\_\_\_\_ **Work Tel:** \_\_\_\_\_

**Mobile:** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Pupil's Name (if relevant):** \_\_\_\_\_

**Your relationship to pupil (if relevant):** \_\_\_\_\_

- 1. Please give details of your complaint: (continue on a separate sheet if necessary)**



## **Appendix 1**

### **Policy for Unreasonable Complaints**

The Dingle 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 the 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.

The Dingle 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 may 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 the complainant expects to be taken into account and commented on, or 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, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with.

A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or 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
- publishing unacceptable information in a variety of media such as in social media websites and newspapers

Complainants should limit the numbers of communications with a school while a 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 of School or Chair of Governors will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

If the behaviour continues the Head of School will write to the complainant explaining that their behaviour is unreasonable and asking them to change it. For complainants who excessively contact the 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 usually be reviewed after 6 months.

In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include banning an individual from the 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 Head of School 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 Head of School 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.

**Adopted: March 2025**  
**For Review on: Spring 2026**

Signed .....R Smith.....

Chair of Governing Board

Date .....



## **Appendix 2**

### **Policy on managing aggressive behaviour from parents and visitors to our school**

#### **Statement of principles**

The governing board of The Dingle Primary School encourages close links with parents and the community. It believes that pupils benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse towards members of school staff or the wider school community.

The governing body expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self defence.

We expect parents and other visitors to behave in a reasonable way towards members of school staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable and will not be tolerated:

- shouting at members of the school staff, either in person or over the telephone;
- physically intimidating a member of staff, e.g. standing very close to her/him;
- the use of aggressive hand gestures;
- threatening behaviour;
- shaking or holding a fist towards another person;
- swearing;
- pushing;
- hitting, e.g. slapping, punching and kicking;
- spitting;
- breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

**Unacceptable behaviour may result in the local authority and the police being informed of the incident.**

#### **Procedure to be followed**

If a parent/carers behaves in an unacceptable way towards a member of the school community, the head teacher or appropriate senior staff will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedures should be followed. Where all procedures have been exhausted, and

aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carers will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The Chair of governors/LA will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

### Conclusion

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home-school code of conduct or health and safety legislation. In implementing this policy, the school will, as appropriate, seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.

This Policy will be reviewed annually.

**Adopted: March 2025**

**For Review on: Spring 2026**

Signed .....R Smith.....

Chair of Governing Board

Date

.....25/03/2025.....  
.....

### Appendix 3

The following diagram details the stages the school should follow in the event of a complaint:

