

Ann Edwards Church of England

Primary School



**COMPLAINTS POLICY & COMPLAINTS
PROCEDURE**

May 2019

"Learning and achieving together in a caring community"

1.0 Statement of Intent.

1.1 Section 29 of the Education Act 2002 requires that:

(a) The governing body of a maintained school (including a maintained nursery school) shall establish procedures for dealing with all complaints relating to the school or to the provision of facilities or services under section 27, other than complaints falling to be dealt with in accordance with any procedures required to be established in relation to the school by virtue of a statutory provision other than this section, and publicise the procedures so established.

(b) In establishing or publicising procedures under subsection (1), the governing body shall have regard to any guidance given from time to time (in relation to England) by the Secretary of State.

1.2 Section 39 of the Education Act 2002 provides the following: “maintained school” means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school;

1.3 Ann Edwards C of E Primary School is a Voluntary Controlled school and so comes within the meaning of “maintained school”.

2.0 General.

2.1 A complaint may generally be defined as ‘an expression of dissatisfaction, however made, about actions taken or lack of action.’

2.2 Any person, including members of the general public, may make a complaint about any provision of services that a school provides, unless separate statutory provisions apply (such as exclusions or admissions).

2.3 A complaint may be made in person, by telephone or in writing.

2.4 Brief notes of meetings and telephone calls will be kept and a copy of any written response added to the record. Where there are communication difficulties recording devices will be used to ensure the complainant is able to access and review the discussions at a later point.

2.5 The progress of the complaint and the final outcome will be recorded. The Head teacher will be responsible for these records and hold them centrally.

2.6 Complaints will not be shared with the whole Governing Body, except in very general terms, in case an appeal panel needs to be organised.

2.7 If the whole Governing Body is aware of the substance of a complaint and the process reaches Stage Three, an independent panel will be set up to hear the complaint.

2.8 The complainant will be asked at an early stage what they think might resolve the issue. See Appendix 2 section 6.

2.9 People's desire for confidentiality will be respected.

2.10 All the points at issue will be addressed and the aim will be to provide an effective response and appropriate redress, where necessary.

2.11 There is a realistic and reasonable time limit of 10 school days set for each stage, apart from where the complaint is recognised as complex. Please see Appendix 1 for the flowchart of how the complaint process is set out. Where further investigations are necessary, new time limits will be set and the complainant will be sent details of the new deadline with an explanation of the delay.

2.12 Staff and Governors will be made aware of the procedures so that they know what to do if they receive a complaint.

2.13 In determining who will deal with a complaint, the ability to consider the complaint objectively and impartially is crucial.

2.14 Complaints will be reviewed in order to identify any possible improvements that should be made to the school's procedures or policies.

3.0 Stage One: Complaint Heard by Staff Member/Individual Governor

3.1 The school will respect the views of a complainant who indicates that he/she would have difficulty discussing a complaint with a particular member of staff. In these cases, the complaint will be heard by the Head teacher. Where the complaint concerns the Head teacher, the complaint will be referred to the Chair of Governors. Where the complaint is against a Governor, the complaint will be referred to the Clerk of the Governing Body.

3.2 Similarly, if the member of staff directly involved feels too compromised to deal with a complaint it will be referred to the Head teacher.

3.3 Where the first approach is made to a Governor, the next step would be to refer the complainant to the appropriate person and advise them about the procedure. It would be useful if Governors did not act unilaterally on an individual complaint outside the formal procedure or be involved at the early stages in case they are needed to sit on a panel at a later stage of the procedure.

3.4 The Complainant will be informed of the outcome of investigation in writing within 10 school days. If an appropriate resolution cannot be achieved at this level, or if the complainant is dissatisfied with the outcome following stage one, the complainant may wish to proceed to stage 2.

4.0 Stage Two: Complaint Heard by Head teacher

4.1 Stage two of the process will be completed within 10 school days. Where the situation is recognised as complex, and it is not capable of resolution within this timescale, the Head teacher will contact the complainant to inform them of the revised target date in writing.

4.2 An appointment with the Head teacher should be made, as soon as reasonably practical, in order to avoid any possible worsening of the situation.

4.3 If the complaint is against the Head teacher, the complainant will initially need to write, in confidence, to the Chair of the governing board. The Chair will seek to resolve the issue informally before moving directly to stage three of the procedure.

4.4 In terms of a complaint being made against a member of staff, the Head teacher will discuss the issue with the staff member in question.

4.5 All discussions shall be recorded by the Head teacher and findings and resolutions will be communicated to the complainant in writing.

4.6 Once all facts are established, the Head teacher shall contact the complainant in writing with an explanation of the decision.

4.7 The complainant will be informed of the outcome of the investigation in writing within 10 school days. If the complainant is not satisfied with the outcome suggested, the procedure will progress to stage three.

4.8 The Head Teacher's influence will already have shaped the way complaints are handled in the school. At this point, the complainant may be dissatisfied with the way the complaint was handled at stage one as well as pursuing their initial complaint. The Head may delegate the task of collating the information to another staff member but not the decision on the action to be taken.

5.0 Stage Three: Complaint Heard by Governing Body's Complaints Appeal Panel

5.1 If the complaint has already been through Stages 1 and 2 and the complainant is not happy with the outcome, the Chair of Governors will review the complaint and undertake an investigation. This is a formal process, and the complainants ultimate recourse at school level. The complainant needs to inform the Chair of Governors of the complaint giving details within 10 schools days from the outcome of Stage 2.

5.2 The governors' appeal hearing is the last school-based stage of the complaints process, and is a further opportunity to review the matter and attempt resolution.

5.3 Individual complaints would not be heard by the whole Governing Body at any stage, as this could compromise the impartiality of any panel set up for a disciplinary

hearing against a member of staff following a serious complaint. The Chair may instruct the Clerk to set up a complaints review panel to consider it.

5.4 The Chair, or a nominated governor, will convene a Governing Body complaints panel. Two different panels need to be elected to deal with complaints. The purpose of this arrangement is to give your complaint a hearing in front of a panel of governors who have no prior knowledge of the details of the complaint and who can, therefore, consider it without prejudice.

(a) The first panel investigate the complaint, collecting information separately from staff and complainant (they have 5 school days in which to do so) and then convening a meeting as appropriate with all parties. 10 school days from when the complaint form is submitted.

(b) The second panel (Complaints Appeal Panel) will only be called upon should the complainant still feel the matter is not resolved. (This will require the complainant to fill in Appendix 3 Complaint Review Request Form.)

5.5 The governing body may nominate a number of members with delegated powers to hear complaints at that stage, and set out its terms of reference. The aim of a complaints review panel is to resolve the complaint and to achieve reconciliation between the school and the complainant. We recognise, however, that it may sometimes only be possible to establish facts and make recommendations which will reassure the complainant that we have taken the complaint seriously. These can include:

- (a). Drawing up new procedures.
- (b). Hearing individual appeals.
- (c). Making recommendations on policy as a result of complaints.

5.6 Panels 1 and 2 can be drawn from the nominated members and may consist of three or five people. The panel may choose their own Chair. The complaints review panel operates according to the following formal procedures:

(a) The Clerk to the Governing Board will aim to arrange for the panel meeting to take place **within 10 school working days**.

(b) The clerk will ask whether the complainant wish to provide any further written documentation in support of their complaint. They can include witness statements, or ask witnesses to give evidence in person, if the complainant wish.

(c) The Head teacher will be asked to prepare a written report for the panel. Other members of staff directly involved in matters raised in the complaint will also be asked to prepare reports or statements.

(d) The clerk will inform the complainant, the Head teacher, any relevant witnesses and members of the panel by letter, at least **five School days** in advance, of the date, time and place of the meeting. If the complainant does

not feel comfortable with the meeting taking place in school then we will do what we can to find an alternative setting.

(e) With the letter, the clerk will send the complainant all relevant correspondence, reports and documentation about the complaint and ask whether they wish to submit further written evidence to the panel.

(f) The letter will explain what will happen at the panel meeting and the clerk will also inform the complainant that they are entitled to be accompanied to the meeting. The choice of person to accompany the complainant is their own, but it is usually best to involve someone in whom they have confidence but who is not directly connected with the school. They are there to give complainant support but also to witness the proceedings and to speak on the complainants behalf if they so wish.

(g) With the agreement of the Chair of the panel, the Head teacher may invite members of staff directly involved in matters raised by the complainant to attend the meeting,

(h) The Chair of the panel will bear in mind that the formal nature of the meeting can be intimidating for the complainant and will do his or her best to put them at ease.

(i) As a general rule, no evidence or witnesses **previously undisclosed** should be introduced into the meeting by any of the participants. If either party wishes to do so, the meeting will be adjourned so that the other party has a fair opportunity to consider and respond to the new evidence.

(j) The Chair of the panel will ensure that the meeting is properly minuted. Please understand that any decision to share the minutes with the complainant, is a matter for the panel's discretion and they do not have an automatic right to see or receive a copy. Since such minutes usually name individuals, they are understandably sensitive and, therefore, confidential.

5.7 Prior to the hearing, the Chair of governors will have written to the complainant informing them of how the review will be conducted. The Head teacher will also have a copy of this correspondence.

5.8 At the hearing, all participants will be given the opportunity to put their case across and discuss any issues. This may be carried out separately or together initially - depending on the views of parties involved, the complainant can expect there to be opportunities for:

(a) Them to explain their complaint.

(b) To hear the school's response from the Head teacher.

(c) To question the Head teacher about the complaint.

- (d) To be questioned by the Head teacher about the complaint.
- (e) The panel members to be able to question the complainant and the Head teacher.
- (f) Any party to have the right to call witnesses (subject to the Chair's approval) and all parties to have the right to question all witnesses.
- (g) The complainant and the Head teacher to make a final statement.

5.9 The Panel Chair will consider issues raised in the original complaint and any issues which have been highlighted during the complaints procedure. In closing the meeting, the Chair will explain that the panel will now consider its decision and that written notice of the decision will be sent to the Head teacher and the complainant **within 10 School days**. All participants other than the panel and the clerk will then leave. The panel will then consider the complaint and all the evidence presented in order to:

- (a) Reach a unanimous, or at least a majority, decision on the complaint.
- (b) Decide on the appropriate action to be taken to resolve the complaint.
- (c) Recommend, where appropriate, to the Governing Board changes to the school's systems or procedures to ensure that similar problems do not happen again.

5.10 The complainant will receive a written response explaining the final outcome within 10 school days of the initial panel. The letter will indicate the outcome either complaint upheld (in full or in part) or complaint dismissed and any actions taken.

5.11 This response will also explain whether there are any further rights of appeal and to whom they need to be addressed. Normally, the written outcome of the panel meeting, which will be sent to the complainant, will give all the information required. If, however, the complainant feels that they would like to have a copy of the minutes, please indicate this in advance. If the panel is happy for the minutes to be copied to the complainant, the Clerk can then be asked to maintain confidentiality in the minutes

5.12 We will keep a copy of all correspondence and notes on file in the school's records but separate from pupil's personal records.

6.0 The Remit of The Complaints Appeal Panel

6.1 The panel is drawn up as above comprising different governors and can:

- (a). Dismiss the complaint in whole or in part.
- (b). Uphold the complaint in whole or in part.

- (c). Decide on the appropriate action to be taken to resolve the complaint.
- (d). Recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

6.2 There are several points which any governor sitting on either complaints panel needs to remember:

- (a). It is important that the appeal hearing is independent and impartial and that it is seen to be so.
- (b). No governor may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it.
- (c). 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.
- (d). 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.
- (e). An effective panel will acknowledge that many complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. 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.
- (f). Extra care needs to be taken when the complainant is a child. Careful consideration of the atmosphere and proceedings will ensure that the child does not feel intimidated. The panel needs to be aware of the views of the child and give them equal consideration to those of adults.
- (g). Where the child's parent is the complainant, it would be helpful to give the parent the opportunity to say which parts of the hearing, if any, the child needs to attend.
- (h). The governors sitting on the panel need to be aware of the complaints procedure.

(See Appendix 4 for the checklist for a Panel Hearing.)

7.0 Roles and Responsibilities

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

- (a). Co-operates with the school in seeking a solution to the complaint.
- (b). Expresses the complaint in full as early as possible.
- (c). Responds promptly to requests for information or meetings or in agreeing the details of the complaint.
- (d). Asks for assistance as needed.

(e). Treats all those involved in the complaint with respect.

7.2 The Head teacher should:

(a) Ensure that the complainant is fully updated at each stage of the procedure.

(b) Ensure that all people involved in the complaint procedure will be aware of the legislation around complaints including the Equality Act 2010, Data Protection Act 1998 and Freedom of Information Act 2000.

(c) Liaise with staff members, Chair of Governors and Clerk to ensure the smooth running of the complaints procedure.

(d) Keep records.

(e) Be aware of issues regarding sharing of third party information.

(f) Additional support - this may be needed by complainants when making a complaint including interpretation support.

7.3 The Investigator is the person involved in Stages One and Two of the procedure. The Investigator's role can include:

(a) Providing a comprehensive, open, transparent and fair consideration of the complaint through sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved.

(b) Consideration of records and other relevant information.

(c) Interviewing staff and children/young people and other people relevant to the complaint.

(d) Analysing information.

(e) Effectively liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.

(f) Identifying solutions and recommending courses of action to resolve problems.

(g) Being mindful of the timescales to respond; and responding to the complainant in plain and clear language.

7.4 The person investigating the complaint should make sure that they:

(a) Conduct interviews with an open mind and be prepared to persist in the questioning.

- (b) Keep notes of interviews or arrange for an independent note taker to record minutes of the meeting.

7.5 The Clerk to the Governors is the contact point for the complainant for the panel meeting and is expected to:

- (a) 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.
- (b) Collate any written material and send it to the parties in advance of the hearing.
- (c) Meet and welcome the parties as they arrive at the hearing.
- (d) Record the proceedings.
- (e) Circulate the minutes of the panel hearing.
- (f) Notify all parties of the panel's decision.

7.6 The Panel Chair has a key role in ensuring that:

- (a) The meeting is minuted.
- (b) The remit of the panel is explained to the complainant and both they and the school have the opportunity of putting their case without undue interruption.
- (c) The issues are addressed.
- (d) Key findings of fact are made.
- (e). 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.
- (f) The hearing is conducted in an informal manner with everyone treated with respect and courtesy.
- (g) The layout of the room will set the tone – care is needed to ensure the setting is informal and not adversarial.
- (h) The panel is open-minded and acts independently.

(i) 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.

(j) Both the complainant and the school are given the opportunity to state their case and seek clarity.

(k) Written material is seen by everyone in attendance – if a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the hearing.

(l) Liaise with the Clerk.

7.7 Panel Members will need to be aware that:

(a) It is important that the review panel hearing is independent and impartial, and that it is seen to be so.

(b) No governor may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it.

(c) The aim of the hearing, which will be held in private, will always be to resolve the complaint and achieve reconciliation between the school and the complainant.

(d) However, it must be recognised that 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.

(e) Many complainants will feel nervous and inhibited in a formal setting.

(f) Parents/carers often feel emotional when discussing an issue that affects their child. The panel Chair will ensure that the proceedings are as welcoming as possible.

(g) Extra care needs to be taken when the complainant is a child/young person and present during all or part of the hearing.

(h) Careful consideration of the atmosphere and proceedings will ensure that the child/young person does not feel intimidated. The panel should respect the views of the child/young person and give them equal consideration to those of adults.

(i) If the child/young person is the complainant, the panel should ask in advance if any support is needed to help them present their complaint. Where

the child/young person's parent is the complainant, the panel should give the parent the opportunity to say which parts of the hearing, if any, the child/young person needs to attend.

(j) The parent should be advised however that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting which the panel considers not to be in the child/young person's best interests.

(k) The welfare of the child/young person is paramount.

(Please see appendix 4 for further guidance)

8.0 Notification of the Panel's Decision

8.1 The Chair of the panel needs to ensure that the complainant is notified of the panel's decision, in writing, with the panel's response within 10 working days. The letter needs to explain if there are any further rights of appeal and, if so, to whom they need to be addressed.

9 Closure of Complaints

9.1 Very occasionally, a school will feel that it needs, regretfully, to close an complaint where the complainant is still dissatisfied.

9.2 We will do all we can to help to resolve a complaint against the school but sometimes it is simply not possible to meet all of the complainant's wishes. Sometimes it is simply a case of "agreeing to disagree".

9.3 If a complainant persists in making representations to the school – to the Head teacher, designated governor, Chair of Governors or anyone else – this can be extremely time-consuming and can detract from our responsibility to look after the interests of all the children in our care.

9.4 For this reason, we are entitled to close correspondence (including personal approaches, as well as letters and telephone calls) on a complaint where we feel that we have taken all reasonable action to resolve the complaint.

10.0 Equalities.

10.1 This policy has been written to take into account the needs of all regardless of age, disability, race, religion, belief and gender. In respect of adults this list also includes gender reassignment, marriage & civil partnership, pregnancy, maternity or paternity and sexual orientation.

11 School Policy for Handling Unreasonably Persistent, Harassing or Abusive Complaints.

11.1 Our Policy is laid out in Appendix 5. (To be read in conjunction with our complaints Policy).

12.0 Values.

12.1 Our twelve school values underpin the life of the whole school community. Those particularly pertinent to the complaints procedure are:

- (a). **Peace.** A satisfactorily resolved dispute will result in peace between the parties.
- (b). **Perseverance.** We would want the complaining party to feel that there is a process whereby their case is fully dealt with through the entire school structure and so by perseverance their grievance can be resolved.
- (c). **Justice.** We want all involved to feel that justice has been done and seen to be done.
- (d). **Humility.** When we get things wrong we must accept this with humility.
- (e). **Of Forgiveness.** We would hope that this most fundamental Christian value will be present at the resolution of any complaint as this will help to bring peace and a sense of closure.

13.0 Monitoring and Review.

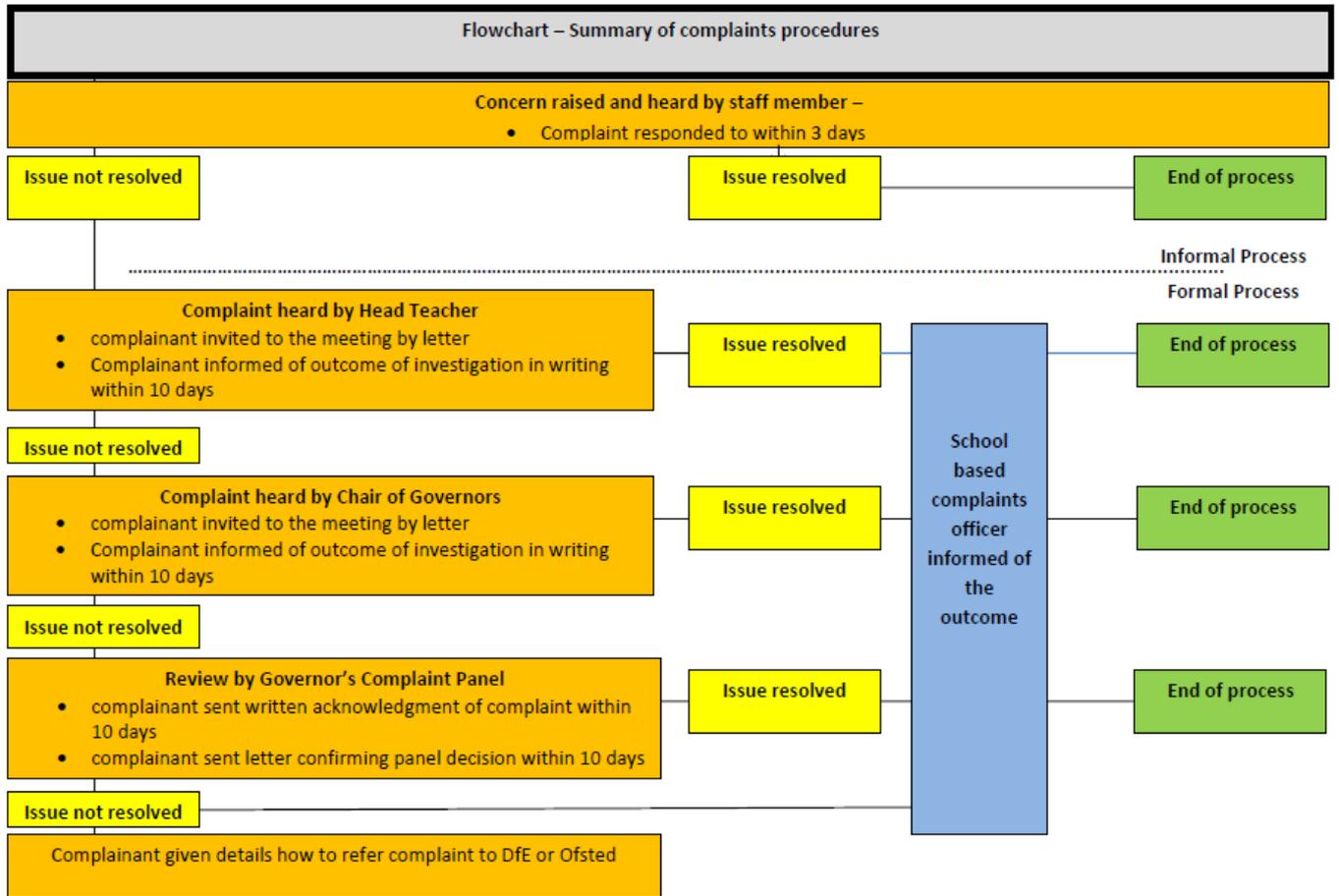
13.1 This procedure is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.

14. REVIEW

14.1 This policy represents a whole school view as at the noted review date.

Staff member:	Helen Sowden – Head Teacher
Governor:	
Date Reviewed:	May 2019
Action points from most recent review:	Highlighted in yellow in draft document. Highlights to be removed once ratified
Date of next review:	

Flow Chart – Summary of complaints procedures.





Ann Edwards Primary School Complaint Form

Please complete this form and return it to Head Teacher (or Clerk to the Governing Body), who will acknowledge its receipt and inform you of the next stage in the procedure

1) Your Name:

Your Address:

Daytime telephone number:

Evening telephone number:

2) Relationship with school e.g. parent of a child on the school roll Child's name (if relevant to your complaint) :

3) Child's name (if relevant to your complaint) :

Please give concise details of your complaint, (including dates, names of witnesses etc.), to allow the matter to be fully investigated: You may continue on separate paper, or attach additional documents, if you wish.

4) Number of additional pages attached

5) What action, if any, have you already taken to try to resolve your complaint?
(i.e. whom have you spoken with or written to and what was the outcome?)

6) What do you hope might reasonably contribute to a resolution of the problem at this stage?

7) School Use:

Received by:		Date	
Acknowledgement sent by:		Date	
Complaint referred to:			
Name		Date	
Name		Date	
Name		Date	

4) What do you hope might reasonably contribute to a resolution of the problem at this stage?

5) Signature ;

Date ;

6) School Use:

Received by:		Date	
Acknowledgement sent by:		Date	
Complaint referred to:			
Name		Date	
Name		Date	
Name		Date	

Checklist for a Panel Hearing

The panel needs to take the following points into account:

- The hearing should; have a clear agenda shared prior to the meeting, it should be as informal as possible, have set and agreed boundaries and only discuss information submitted prior to the meeting.
- 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 actions 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. [see above]

School Policy for Handling Unreasonably Persistent, Harassing or Abusive Complainants (To be used in conjunction with our complaints policy)

1. The Head Teacher and Governing Body are fully committed to the improvement of our school.
 - a) We welcome feedback and will always try to resolve any concerns as quickly as possible.
 - b) There is a procedure for parents and other stakeholders to use if they wish to make a formal complaint. Sometimes, however, individuals treat staff and others in a way that is unacceptable in the pursuit of complaints or other issues.
 - c) Whilst we recognise that some complaints may relate to serious and distressing incidents, we will not accept threatening or harassing behaviour towards any members of the school community.
 - d) The aim of this information is to provide information about our school policy on unreasonably persistent complainants or harassment of staff.

2. What do we mean by ‘an unreasonably persistent complainant’?

2.1 An unreasonably persistent complainant may be anyone who engages in unreasonable behaviour when making a complaint. This will include persons who pursue complaints in an unreasonable manner. Unreasonable behaviour may include:

- a) Actions that are out of proportion to the nature of the complaint, or persistent – even when the complaints procedure has been exhausted, or personally harassing, or unjustifiably repetitious
- b) An insistence on pursuing unjustified complaints and/or unrealistic outcomes to justified complaints pursuing justifiable complaints in an unreasonable manner e.g. using abusive or threatening language; or making complaints in public; or refusing to attend appointments to discuss the complaint

3. What is ‘harassment’?

3.1 We regard harassment as the unreasonable pursuit of issues or complaints, particularly if the matter appears to be pursued in a way intended to cause personal distress rather than to seek a resolution. Behaviour may fall within the scope of this policy if:

- (a) It appears to be deliberately targeted at one or more members of school staff or others, without good cause.
- (b) The way in which a complaint or other issues is pursued (as opposed to the complaint itself) causes undue distress to school staff or others
- (c) It has a significant and disproportionate adverse effect on the school community

4. What does the school expect of any person wishing to raise a complaint?

4.1 The school expects anyone who wishes to raise a complaint with the school to:

- (a) Treat all members of the school community with courtesy and respect
- (b) Respect the needs of children and staff within the school
- (c) Avoid the use of violence, or threats of violence, towards people or property
- (d) Recognise the time constraints under which members of staff in school works and allow the school a reasonable time to respond to a complaint follow the school's complaints procedure

5 Schools' responses to unreasonably persistent complaints or harassment.

5.1 Taken together, these documents set out how we will always seek to work with parents and other stakeholders with a legitimate complaint to resolve a difficulty. However, in cases of unreasonably persistent complaints or harassment, the school may take some or all of the following steps, as appropriate:

- (a) Inform the complainant informally that his/her behaviour is now considered by the school to be unreasonable or unacceptable, and request a changed approach
- (b) Inform the complainant in writing that the school considers his/her behaviour to fall under the terms of the Unreasonably Persistent Complaints/ Harassment Policy
- (c) Require all future meetings with a member of staff to be conducted with a second person present. In the interests of all parties, notes of these meetings may be taken
- (d) Inform the complainant that, except in emergencies, the school will respond only to written communication and that these may be required to be directed through the Governing body.

4 Physical or verbal aggression.

4.1 The governing body will not tolerate any form of physical or verbal aggression against members of the school community. If there is evidence of any such aggression the school may:

- (a) Ban the individual from entering the school site, with immediate effect
- (b) Request an Anti-Social Behaviour Order (ASBO)
- (c) Prosecute under Anti-Harassment legislation call the police to remove the individual from the premises, under powers provided by the Education Act 1996.

4.2 Legitimate new complaints will always be considered, even if the person making them is (or has been) subject to the Unreasonably Persistent Complaints/ Harassment Policy. The school nevertheless reserves the right not to respond to communications from individuals subject to the policy.