

Community Schools  
Alliance Trust

## COMPLAINTS POLICY AND PROCEDURE

**PLEASE NOTE:** In line with advice from the Department for Education, the schools forming part of CSAT will not be expected to handle any new or existing complaints while they are closed. Any such complaints will be considered once the schools reopen.

### Introduction

The board of trustees and the governing boards of the schools forming part of the Community Schools Alliance Trust (CSAT) are committed to ensuring that the highest standards are maintained at the school both in the provision of education to pupils and in every other aspect of the running of the school. A complaints procedure is an important part of the management of a well-run schools allowing parents and other members of the public the opportunity to voice any concerns they may have through appropriate channels. This policy explains the procedure which has been adopted by CSAT to ensure a timely, systematic and fair approach to the resolution of such concerns.

We recognise the need to be clear about the difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage reduces the numbers that develop into formal complaints. We aim to ensure that concerns are handled, if at all possible, without the need for formal procedures. Our formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful. In most cases where the complainant is a parent or carer, a class teacher or an individual delivering the service will receive the first approach.

If the complainant is a member of the public, that person should obtain a complaints form from the relevant school (see appendix 2) and send it to the headteacher. S/he may often be able to deal with the complaint without recourse to a formal procedure.

Complainants should not approach individual trustees or governors to raise concerns or complaints. Trustees and governors have no power to act in an individual basis and it may also prevent them from considering complaints at stage 3 of the procedure.

Our formal procedures are invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further. (See appendix 1 and appendix 2.)

Anonymous complaints are not normally investigated. But, the Headteacher, CEO or chair of trustees will, if appropriate, consider whether the complaint warrants an investigation.

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

This policy does not cover certain types of complaints, which are dealt with under separate procedures. These include:

- Any complaint relating to child protection. (These will immediately be raised with the local authority (LA) for them to handle.)

- Complaints arising through conflict between estranged parents over the application of parental responsibility. (These will be dealt with having the best interest of the child in mind and with reference to the DFE guidance *Understanding and Dealing with Issues Relating to Parental Responsibility January 2016* and with further legal advice if necessary.)
- SEN complaints – addressed under the SEN procedures first.
- Complaints by staff – addressed under the school’s grievance procedure or other personnel policies.
- Complaints about staff – investigated under the school’s internal staff disciplinary policy.
- Complaints about the headteacher – governing board will investigate.
- Admissions – addressed under the admissions and admissions appeals procedure.
- Complaints about collective worship – these should be addressed to the local authority or to the local SACRE.
- Pupil exclusions – addressed under the school’s behaviour policy/exclusion policy.
- Whistle blowing – (matters of impropriety e.g. a breach of law, school procedures or ethics) – addressed under the whistle blowing procedure.
- Complaints about the curriculum – if about the national curriculum, these should be sent to the DFE
- Complaints against services provided by third party hirers/users of the school premises – the school will direct the complainant to the external provider’s own complaints procedures.

A complaint may result in disciplinary action by the school against a member of staff and this would be confidential between that member of staff and the school, but otherwise complainants will be kept fully informed of the handling of any complaint. Any complaint will be kept confidential, unless it is necessary to involve other parties, and will be dealt with as quickly as possible.

If a complaint is investigated according to this policy but not to the satisfaction of the complainant, who then tries to reopen the same issue, they will be informed that the procedure has been exhausted and that the matter is now closed. However, if the complainant raises an entirely new, separate complaint, it will be dealt with in accordance with this procedure.

The same applies to ‘duplicate’ complaints by a relative or friend of a previous complainant who seeks to re-open a closed issue. However, if the duplicate complaint contains new allegations then these must be considered under this procedure.

Members of staff recognise that complainants may sometimes act out of character in times of stress, anxiety or distress and will make reasonable allowances for this. However, all instances of unacceptable behaviour such as harassment, aggressive verbal or physical abuse at any time will be documented and this may result in the complaint being dealt with only through written communication thereafter.

## **Objectives and targets**

To be effective our complaints procedure will:

- Encourage resolution of problems by informal means wherever possible.
- Be easily accessible and publicised, including to third parties who hire school premises.
- Be simple to understand and use.
- Be impartial.
- Be compliant with the trust's obligations under the Equality Act 2010.
- Be non-adversarial.
- Allow swift handling with established time-limits for action and keeping people informed of the progress.
- Ensure a full and fair investigation by an independent person where necessary.
- Respect people's desire for confidentiality.
- Address all the points at issue and provide an effective response and appropriate redress, where necessary.
- Provide information to the school's senior management team so that services can be improved.

### **Stages in the procedure**

There are three stages in the school's complaints procedure. See appendix 1 for a flow chart. At each stage in the procedure, we will remain mindful of ways in which a complaint can be resolved. It might be sufficient to acknowledge that the complaint is valid in whole or in part. In addition, it may be appropriate to offer one or more of the following:

- An apology.
- An explanation.
- An admission that the situation could have been handled differently or better.
- An assurance that the event complained of will not recur.
- An explanation of the steps that have been taken to ensure that it will not happen again.
- An undertaking to review school policies in light of the complaint.

We encourage complainants to state what actions they feel might resolve the problem at any stage. An admission that the school could have handled the situation better is not the same as an admission of negligence.

At all times we will seek to identify areas of agreement between the parties and clarify any misunderstandings that might have occurred because this can create a positive atmosphere in which to discuss any outstanding issues.

It is expected that complaints will be raised as soon as possible after an incident arises and in any event no later than three months of that incident or last of a series of incidents. However, the school/trust may exercise its discretion to extend that time limit in exceptional circumstances.

### **Stage 1 – informal – complaint heard by staff member**

A complaint may be made in person, by telephone, or in writing. In this stage, the investigator, i.e. the class teacher/form teacher/head of year/tutor (but not the subject of the complaint or a governor/trustee), will deal with the complaint. Most parents' concerns can be adequately resolved by discussion with the class teacher/form teacher/head of year/tutor or with other members of staff. There may be no need for the complaint to be put in writing, which would formalise matters and may lead parents to feel less prepared to articulate concerns, perhaps because of a fear that such action may prejudice the interests of their child. At the end of a meeting or telephone call, the member of staff will ensure that the complainant and the school have the same understanding of what was discussed and agreed. A brief note of meetings and telephone calls will be kept and a copy of any written response added to the record.

The complaint should be resolved within five school days (days on which the school is open for its pupils). However, if the complainant wishes to take the matter further, they are requested to complete the complaints form (appendix 2) and return it to the school within five school days. The headteacher is informed and stage 2 is implemented.

### **Stage 2 – formal – complaint considered by headteacher or senior staff member**

If the concern is not met to the complainant's satisfaction by discussion, or if the complainant is not prepared to go through an informal procedure, then:

- The complainant puts the complaint in writing using the complaints form (appendix 2).
- The initial recipient of the complaint will refer the matter to the investigator e.g. the headteacher or to a designated member of the senior management team.
- The headteacher, or a designated member of the senior management team, will investigate the circumstances of the complaint and may find it appropriate to ask for written statements from staff or pupils and to call for any relevant documentation. If the complaint is against a member of staff, that member of staff has a right to be given details of the complaint and the opportunity to make representation about it. The person investigating the incident will take these details into account.
- The headteacher or designated member of staff will consider the complaint and decide what action is required and respond to the complainant with the outcome of the investigation, normally within ten school days of receipt of the substance of the complaint. The response may be in writing or at a meeting with the complainant followed by written confirmation of the outcome.

Complaints against the headteacher will usually be dealt with by the CEO and/or the chair of governors/trustees, but might first involve a suitably skilled member of the governing/trustee board.

Complaints against governors should be made by writing to the CEO of the trust.

Complaints about the CEO or trustees should be referred to the chair of trustees. Complaints about the chair of trustees should be referred to the clerk to the trustees. In some circumstances, the school reserves the right to refer the matter to an external body.

The complainant will be informed of his or her right to have the matter referred to the complaints review panel if the outcome of stage 2 is not considered satisfactory. The time frame in which a request for review must be lodged in writing is five school days. Any such request by a complainant should be addressed to the clerk to the governors/trustees for the attention of the relevant chair and the complaints review panel will be convened.

### **Stage 3 – formal – complaints review panel meeting**

When the clerk receives the request for the complaints review panel to meet:

- The complainant/parent will be informed by the clerk of the new timescale for the investigation and the written report to be provided – within 14 school days. (However, the length of the investigation will depend on the nature of the complaint and other variable factors. If the investigation is likely to exceed 14 school days, the school will set realistic time limits for each action within the stage. Where such further investigations are necessary, new time limits may need to be set and the complainant will be sent details of the new deadline and an explanation for the delay.)
- A complaints review panel will be assembled comprising three or five members, none of whom have any previous connection to the complaint, and one of whom will be independent of the relevant school and one who will act as chair for the meeting. The meeting will additionally have a clerk in attendance.
- The clerk will write to the complainant, the headteacher, the chair of governors/trustees and review panel members giving details of the meeting, requesting copies of any documents to be put before the meeting and the names of any witnesses that either party may wish to attend.
- The clerk will inform the complainant of the right to be accompanied by a friend who does not practice as a solicitor/ barrister.

The hearing will be on reasonable notice and be held as soon as practicable after receipt of the referral. The procedure at the hearing (see appendix 3) will be sensitive and appropriate for the circumstances and is at the discretion of the chair of the complaints review panel.

After the hearing, the clerk will offer copies of the minutes of the meeting to all parties involved in the panel hearing.

The panel can:

- Dismiss the complaint in whole or in part.
- Uphold the complaint in whole or in part.
- Decide on the appropriate action to be taken to resolve the complaint.
- Recommend changes to the school's procedures to ensure that similar problems do not recur.

The review panel's decision is final.

A copy of the findings and recommendations of the panel will be sent by letter (electronic mail is acceptable) to the complainant and, where relevant, to the person complained about.

### **If the complainant is still not satisfied**

If the complainant is still not satisfied after all the processes of this complaints procedure have been undertaken or tries to re-open the same issue, the chair of governors/trustees will inform them in writing that the procedure has been exhausted.

If complainants wish to take the complaint further, they must complete the form available at:

[https://form.education.gov.uk/fform.php?self=1&form\\_id=cCCNJ1xSfBE&type=form&ShowMsg=1&form\\_name=Contact+the+Department+for+Education&noRegister=false&ret=%2Fmodule%2Fservices](https://form.education.gov.uk/fform.php?self=1&form_id=cCCNJ1xSfBE&type=form&ShowMsg=1&form_name=Contact+the+Department+for+Education&noRegister=false&ret=%2Fmodule%2Fservices)

[&noLoginPrompt=1](#) and the complaint will be directed to the Education and Skills Funding Agency who will not overturn the decision about the complaint but will check whether:

- There has been undue delay in the proceedings.
- The procedures in the school's policy and other relevant policies were followed correctly.
- The school has complied with its funding agreement with the Education Secretary.
- The policy meets all legal requirements.

Complaints to the ESFA may also be sent to:

Ministerial and public communications division  
ESFA  
2<sup>nd</sup> Floor, Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Telephone helpline: 0370 000 2288.

## **Roles and responsibilities**

### **The complainant**

The person who makes the complaint will receive the most effective response if s/he:

- Expresses the complaint in full as early as possible.
- Asks for assistance if needed throughout the handling of the complaint.
- Co-operates with the school in its procedures of seeking a solution to the complaint.
- Responds promptly to requests for information or meetings or in agreeing the details of the complaint.
- Treats all those involved in the complaint with respect.

### **The complaints co-ordinator (or headteacher)**

Whenever a formal complaint is received it will be investigated. At each stage, the person investigating the complaint (the complaints co-ordinator), must:

- Ensure that everyone involved in the complaint procedure is aware of the legislation around complaints including:
  - The Equality Act 2010.
  - Data Protection Act 1998 and the General Data Protection Regulation (from May 2018).
  - Freedom of Information Act 2000.
  - Be aware of issues regarding:
  - Sharing third party information.

- Additional support for the complainant when making a complaint including interpretation support.
- Liaison with staff members, headteacher, chair of governors/trustees and clerk to ensure the smooth running of the complaints procedure.
- Keeping the complainant fully updated at each stage of the procedure.
- Keeping records.

### **The investigator**

The investigator is involved in stages 1 and 2 of the procedure. They investigate the complaint and will ensure that they:

- Conduct interviews with an open mind and are prepared to persist in the questioning.
- Keep notes of the interviews or arrange for an independent note taker to record minutes of all meetings.

The investigator's role will include:

- Providing a comprehensive, open, transparent and fair consideration of the complaint through:
  - Interviewing the complainant sensitively and thoroughly to establish what has happened and who has been involved.
  - Interviewing staff, pupils and other people relevant to the complaint.
  - Consideration of records and other relevant information.
  - Analysing information.
- Effectively liaising with the complainant and the complaints co-ordinator to clarify what the complainant feels would put things right.
- Identifying solutions and recommending courses of action to resolve problems.
- Being mindful of the timescales to respond.
- Responding to the complainant in plain and clear language.

### **The review panel**

The review panel will normally be composed of three school governors/trustees, and it is good practice not to involve the chairs. It may be made up of CSAT governors/trustees, but it may also include independent governors/trustees from other schools/trust. The aim of the review panel meeting is to review how the school has managed the complaint, not to re-investigate the complaint itself. This will include reviewing evidence and outcomes from stages 1 and 2 and evaluating whether the school has followed its policies and procedures. The panel should also give consideration to achieving reconciliation between the school and complainant, although it has to be recognised that this is not always possible.

### **The panel clerk**

This could be the clerk to the trustees/governors or the complaints co-ordinator if s/he is not the headteacher.

The clerk is involved from stage 3 of the complaint procedure. The panel clerk is the contact point for the complainant for the panel meeting and will:

- Set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible.
- Collate any written material and send it to the parties in advance of the hearing.
- Meet and welcome the parties as they arrive at the hearing.
- Record the proceedings.
- Circulate the minutes of the panel hearing.
- Notify all parties of the panel's decision.
- Liaise with the complaints co-ordinator.

### **The panel chair**

The panel chair will ensure that:

- S/he liaises with the clerk and complaints co-ordinator.
- 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.
- The panel is open-minded and acts independently.
- The layout of the room is informal and not adversarial.
- Parents/carers and others who may not be used to speaking at such a hearing are put at ease (particularly important if the complainant is a youngster).
- The hearing is conducted in an informal manner with everyone treated with respect and courtesy.
- While the hearing is conducted in an informal manner, all matters brought up will be considered seriously.
- The role of the panel is explained to the complainant and both they and the school have the opportunity of putting their case without undue interruption.
- The meeting is minuted.
- The issues are addressed.
- Both the complainant and the school are given the opportunity to state their case and seek clarity where necessary.
- Key findings of fact are made.
- Written material is seen by everyone in attendance.

- If a new issue arises, a short adjournment of the hearing will take place so that everyone will have the opportunity to consider and comment upon it.

### **Panel members**

Panel members become involved at stage 3 in the complaint procedure. They need to be aware that:

- The aim of the hearing, which will be held in private, is not to re-investigate the complaint but to try to resolve it and achieve reconciliation between the school and the complainant.
- The panel hearing is independent and impartial, and must be seen to be so.
- Many complainants will feel nervous and inhibited in the setting.
- Extra care must be taken when the complainant is a youngster and present during all or part of the hearing and the welfare of the youngster is most important.

### **Unreasonable and/or persistent serial complaints**

CSAT and its schools are committed to dealing with complaints fairly and impartially and to providing a high quality service to those who do complain. However, we do not expect our staff to accept unreasonable 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.

A complaint will be considered unreasonable if the person making the complaint does so face-to-face, by telephone, in writing or electronically in a way that could be described as:

- Maliciously.
- Aggressively, using threats, intimidation or violence.
- Using abusive, offensive or discriminatory language.
- Knowing it to be false.

- Using falsified information.
- By publishing unacceptable information in a variety of media such as in social media websites and newspapers.

Where aggression or abusive behaviour has been used, the school may have to:

- Ask them to leave the school premises.
- Inform the police.
- If necessary, bar them from being on school premises.

### **Serial or persistent complaints**

We do not normally limit the contact complainants have with the schools/trust but it is not helpful if repeated correspondence is sent or repeated requests for meetings are made while a complaint is being progressed.

Such situations may occur when the complainant:

- Makes excessive demands on school/trust time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and/or by telephone while the complaint is being dealt with.
- 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 this complaint procedure has been fully and properly implemented.
- Seeks an unrealistic outcome.

Where complainants excessively contact the school/trust, causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan.

### **Monitoring and evaluation**

The trust board will monitor the level and nature of complaints using the records kept by the complaints co-ordinator. Wherever possible, complaints information shared with the whole governing board will not name individuals. The policy will be evaluated in the light of complaints made and their resolution in order to contribute to school improvement.

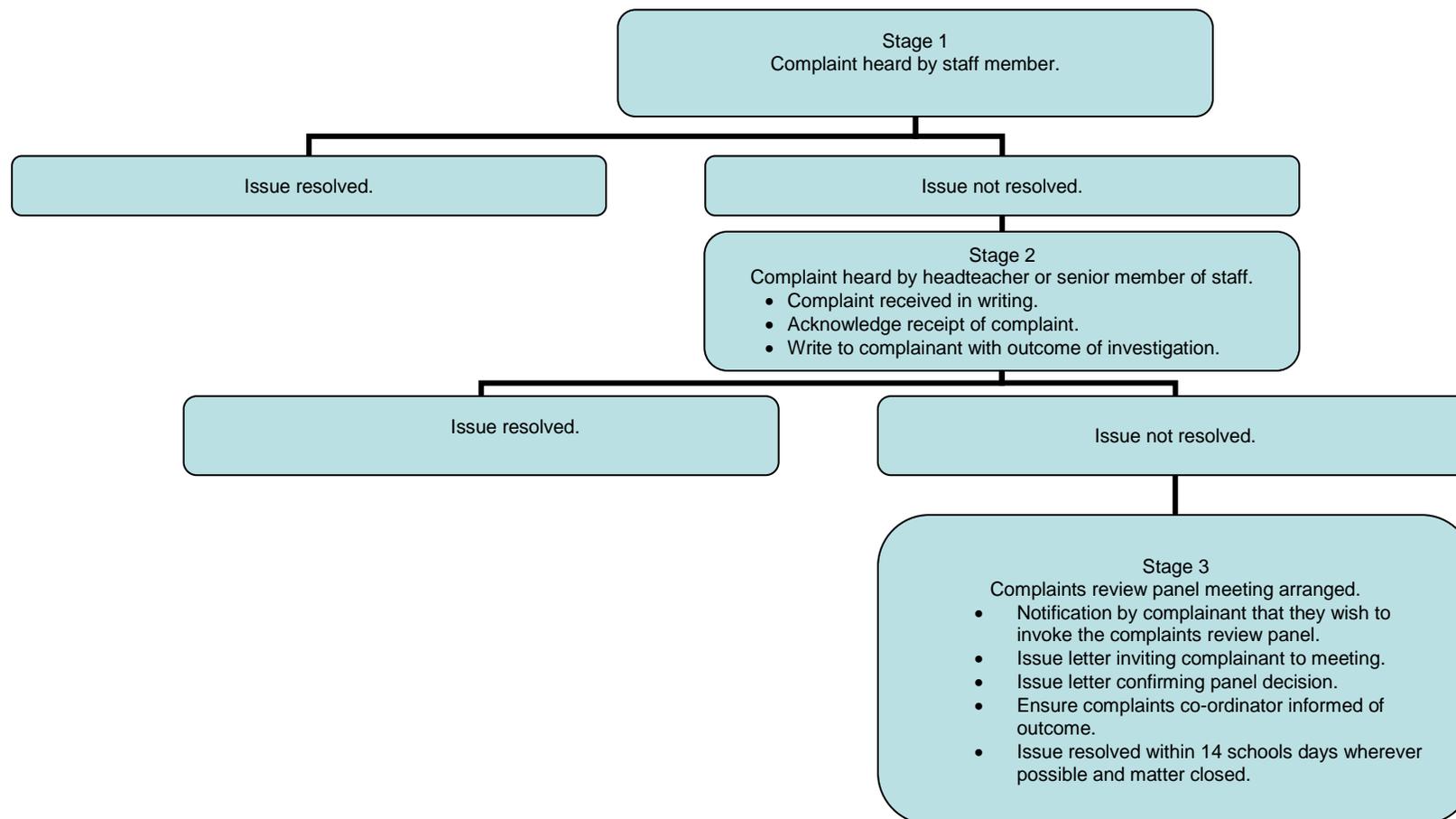
Where changes in legislation require changes to the policy, these will also be introduced as soon as possible.

### **Policy Review**

This policy was reviewed in September 2019 - *as amended 20 April 2020*

Signed:.....  
Chair of Trustees

## APPENDIX 1: FLOWCHART FOR THE COMPLAINTS PROCEDURE



## APPENDIX 2: COMPLAINTS FORM

Please complete and return to ..... (Complaints co-ordinator) who will acknowledge receipt and explain what action will be taken.

Your name:

Pupil's name: (omit if complainant is a member or the public)

Your relationship to the pupil (omit if complainant is member of the public)

Address:

Postcode:

Daytime telephone number: Evening telephone number:

Email address:

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 at this stage?

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

Signature:

Date:

### **APPENDIX 3: CHECKLIST FOR A PANEL HEARING**

The complaints review 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 Headteacher/senior member of staff may question both the complainant and the witnesses after each has spoken.
- The headteacher/senior member of staff is then invited to explain the school's actions and be followed by the school's witnesses.
- The complainant may question both the headteacher/senior member of staff and the witnesses after each has spoken.
- The panel may ask questions at any point.
- The complainant is then invited to sum up their complaint.
- The headteacher/senior member of staff 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.

## APPENDIX 4: UNREASONABLE COMPLAINTS– ONGOING PROCEDURE

(School address)

(Date)

Dear Mr/Mrs/Miss/Ms,

### **[Nature of complaint]**

Further to your recent contact with the school in connection with your on-going complaint about ..... I ask for your co-operation while the complaints procedure is in process.

[.....] 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 them from such behaviour, including that which is abusive, offensive or threatening.

[.....] 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:

*(Choose from the list of bullet points below according to nature of the problem.)*

- 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.
- Makes excessive demands on school time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and/or by telephone while the complaint is being dealt with.

I ask you to please limit the numbers of communications with the school while your complaint is being progressed. It is not helpful if repeated correspondence is sent (by letter, phone, email or text) because it could delay the outcome being reached. If you continue to contact the school excessively,

causing a significant level of disruption to staff, I may have to specify the mode and number of communications that will be considered acceptable.

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

- Maliciously.
- Aggressively, using threats, intimidation or violence.
- Using abusive, offensive or discriminatory language.
- Knowing it to be false.
- Using falsified information.
- By publishing unacceptable information in a variety of media such as in social media websites and newspapers.

*Where aggression has been used add:*

Please desist from using aggressive, abusive behaviour against the school staff or I may have to

- Ask you to leave the school premises.
- Inform the police.
- If necessary, bar you from being on school premises, which I have the right to do.

We do want to resolve your complaint but please let us do so by working to the schedule of the procedure and peacefully.

Yours sincerely

Headteacher

**APPENDIX 5: UNREASONABLE COMPLAINTS– PROCEDURE COMPLETED**

(School address)

(Date)

Dear Mr/Mrs/Miss/Ms,

**[Nature of complaint]**

Further to your recent contact with the school after the decision of the complaints review panel, and having advised you of the steps you could take if you were still unsatisfied with that decision, I write a final letter to you to ask that you refrain from contacting the school on substantially the same matter which, having been dealt with thoroughly and reasonably through all the school's complaints procedure, I now consider to be an unreasonable complaint.

[.....] 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 them from such behaviour, including that which is abusive, offensive or threatening.

[.....] 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:

*(Choose from the list of bullet points below according to nature of the problem.)*

- 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.
- 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 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.
- Makes excessive demands on school time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and/or by telephone while the complaint is being dealt with.

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

- Maliciously.

- Aggressively, using threats, intimidation or violence.
- Using abusive, offensive or discriminatory language.
- Knowing it to be false.
- Using falsified information.
- By publishing unacceptable information in a variety of media such as in social media websites and newspapers.

*Where aggression has been used add:*

Please desist from using aggressive, abusive behaviour against the school staff or I may have to

- Ask you to leave the school premises.
- Inform the police.
- If necessary, bar you from being on school premises, which I have the right to do.

Once again I now ask you to desist from contacting the school in connection with this complaint.

Yours sincerely

Headteacher