

SHERINGTON PRIMARY SCHOOL SERIAL AND PERSISTANT COMPLAINTS POLICY



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

Aspire	Motivating and exciting all to become lifelong learners
Believe	Developing the skills and confidence to foster self-belief
Create	Engaging all learners through creative practice and personal reflection
Achieve	Experiencing success and embracing future challenges

Our Aims are:

- To place the child at the centre of all that we do.
- To foster positive, supportive relationships with families and the wider community.
- To provide models of excellence drawing on the expertise of our highly skilled team.
- To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.
- To promote lifelong learning through developing a whole school culture
- of challenge and growth.
- To prepare learners for a future in an increasingly interconnected global economy.

Policy Date:	September 2025
Ratified by Governors:	September 2025
Date due for review:	September 2026

Sherington Primary School is committed to dealing with all complaints fairly and impartially, and to providing a high-quality service to those who complain. We will not normally limit the contact complainants have with our school. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

Sherington Primary School defines unreasonable behaviour as that which hinders our consideration of complaints because of the frequency or nature of the complainant's contact with the school, such as, if the complainant:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to co-operate with the complaint's investigation process
- refuses to accept that certain issues are not within the scope of the complaint's procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaint's procedure or with good practice
- introduces trivial or irrelevant information which they expect to be taken into account and commented on
- raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
- makes unjustified complaints about staff who are trying to deal with the issues and seek 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 and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with
- uses threats to intimidate
- uses abusive, offensive or discriminatory language or violence
- knowingly provides falsified information

- publishes unacceptable information on social media or other public forums.

Complainants should try to limit their communication with the school that relates to their complaint, while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached.

Whenever possible, the headteacher or Chair of Governors will discuss any concerns with the complainant informally before applying an '*unreasonable*' marking.

If the behaviour continues, the headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact Sherington Primary School causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will be reviewed after six months.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from Sherington Primary School.

PARENT / CARER HAS AN
INITIAL CONCERN



STAGE 1
INITIAL CONCERN HEARD BY
STAFF MEMBER



STAGE 2
CONCERN HEARD BY
HEADTEACHER/PRINCIPAL



STAGE 3
WRITTEN COMPLAINT RECEIVED BY CLERK
TO THE GB OR CHAIR OF GB AND
INVESTIGATION CARRIED OUT



STAGE 4
COMPLAINT HEARD BY GB'S COMPLAINT
PANEL



IF RESOLVED, COMPLAINT IS FINISHED.

IF COMPLAINT IS NOT RESOLVED, THE FINAL STAGE OF
APPEAL TO THE SECRETARY OF STATE FOR EDUCATION IS
WITH REGARD TO PROCESS AND PROCEDURES ONLY