

Policy No	Blisworth Community Primary School
Version No 3	(Managing Serial and Unreasonable Complaints Policy)



Managing Serial and Unreasonable Complaints Policy (including unreasonable or persistent contact)

This section should be completed following ratification of the Policy:

Committee Ratifying Policy: FGB	Date of meeting: 8 th Sept 26
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	Name	Signature	Date
Chair of Committee's Approval	Hilary Spurrier		
Chair of Governor's Approval	H Spurrier		
Recommended Review Date:	Autumn 2029		

Ownership

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced. The policy is issued by the Clerk to the Governors, to whom any change requests or queries should be directed by emailing admin@blisworth.northants.sch.uk

Version Control

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

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Version	Date	Description of Change	Changed By
2	Jan 24	Very minor changes in a few phrases to add clarity (then returned to update Clerk email) and re-ratification	
3	Sept 26	Updated to link information to Parentkind Guide for parents and key information	L Jenkins

Blisworth 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. You should also refer to our policy – Acceptable Behaviour on School Site.

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

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to co-operate with the complaints investigation process
- refuses to accept that certain issues are not within the scope of the complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which they expect to be taken into account and commented on, including information with no evidence base
- 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

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- 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
- seeks to make malicious allegations in order to discredit school staff
- makes claims that it is in response to or motivated by dislike, anger or any other inappropriate motivation
- uses threats to intimidate
- uses abusive, offensive or discriminatory language or violence
- knowingly provides falsified information
- behaves in ways which could be considered harassment
- unnecessary AI generated content designed to make responses difficult or complex and where they may also be irrelevant
- makes unfounded complaints – eg – about something which cannot have taken place or is not relevant
- creates chains of complaints designed to damage the school or a staff member's wellbeing that are unfounded or fall within the wider scope here
- draws in other individuals outside of the complaint to cause intimidation or pressure to respond in a certain way
- 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 Blisworth 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 a period specified in the communications sent.

In response to any serious threat, incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from Blisworth School or reporting harassment of staff over time to the Police.

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The school will always consider concerns or complaints but where behaviours fall within the scope of this policy, it reserves the right to implement this policy. Please access Parentkind – A Parent's Guide to School Complaints.