



CLAREMONT PRIMARY SCHOOL

COMPLAINTS POLICY

Reviewed by: FGB

Date: October 2017

Next review: Spring 2020

1 General Principles and scope of policy

1.1 Legal basis of the policy

Since 1 September 2003 governing bodies of all maintained schools in England have been required, under Section 29 of the Education Act 2002, to have in place a procedure to deal with all complaints relating to their school and to any community facilities or services that the school provides. This does not limit complainants to parents or carers of pupils registered at a school. A complainant could be a member of the wider community or representing an ex-pupil. The law also requires the procedure to be publicised, so this policy will be made available on the school website and a copy may also be requested from the school office. Copies of other school policies referred to may also be obtained in these ways.

1.2 Guidance used to inform the policy

Claremont aims to be an open, responsive school. We welcome feedback from parents, pupils and third parties and accept that not all of this will be positive. Where concerns are raised the school intends them to be dealt with fairly, openly, promptly and without prejudice. Occasionally it will not be possible to resolve concerns informally; we have therefore adopted procedures aimed at dealing with complaints from parents, carers and members of the public regarding the policies and operation of the school. These include pupil progress, discipline, organisational matters and premises related issues. These procedures have been drawn up in the light of guidance from the DfE (Best Practice Advice for School Complaints Procedures 2016) and Local Authority advice (Model School Complaints Procedure for Kent Maintained Schools September 2017 and guidance on Dealing with Complaints against Schools and Settings by Parents or Carers on Social Networking Sites August 2017).

1.3 Complaints outside the scope of the policy

There are some matters that are not within the scope of this policy, either because a more specific complaint process exists or because the matter is not within the control of the school or its Governing Body. Such matters include

- Complaints about Admissions or Exclusions for which separate appeal processes exist
- Staff complaints relating to grievances about their employment which should be dealt with under the school's Staff Grievance Policy or general complaints about the way that the school is run which should be made under the school's Whistleblowing (Confidential Disclosure) Policy
- Complaints about the actions of another parent or member of the public which are not within the school's control

- Concerns that a child is being abused or is at risk of abuse which should be referred to the Designated Child Protection Coordinator, under the school's Child Protection and Safeguarding Policy
- Complaints about the services provided by a person or organisation using Claremont School premises which should be dealt with by that person or organisation under their own complaint policy (users of our facilities are required to have their own complaints procedures as part of initial letting arrangements)
- Complaints regarding decisions taken by the Local Authority about an Education, Health and Care Plan, which should be referred to the Local Authority
- Complaints about changes to the school under the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 or (Establishment and Discontinuance of Schools) Regulations 2013 which are subject to public consultation and review by the Schools Adjudicator
- Complaints which the complainant wishes to make anonymously, whether to the Headteacher or Chair of Governors, where because the complainant is not known the procedures set out in this policy cannot be followed. Instead the person receiving the complaint will investigate the complaint as far as they are able to do so and, where necessary or possible, take action to remedy the situation complained about.

1.4 Timeliness of complaints

It is important that complaints are raised as quickly as possible after an incident occurs or comes to light. If not, it may mean that the school is not able to investigate the complaint adequately and as a consequence it might not be possible to resolve the complaint. Young pupils especially may not be reliable witnesses if not questioned soon after the event. In general, the school reserves the right not to investigate any matter raised more than 1 month after the event being complained about, except in exceptional circumstances. Exceptional circumstances are where a good reason can be provided for not raising the complaint earlier, eg an incident only came to light after this period, where the complaint is of an especially serious nature, or where there is reasonable justification for why the complainant has been unable to raise the complaint before this time. It should be noted that if a complaint is raised after a child leaves Claremont, the school will have no written records to refer to because a pupil's educational file is transferred to their new school. This may mean that there is no possibility of investigating or resolving the complaint. The Headteacher will review the situation and decide whether or not to enact the complaints procedure, informing the Complainant and Chair of Governors of the decision.

1.5 Possible Delays

We will endeavour to consider and resolve complaints as quickly and efficiently as possible and this policy explains the timeframes that we will work towards. However, where further investigations are necessary eg for a criminal or disciplinary investigation, delays may be unavoidable and new time limits can be set. The complainant will be sent details of the new deadlines and an explanation for the delay. If it is determined that staff disciplinary or capability proceedings are necessary in order to resolve the issue, the details of this action will remain confidential and the complainant is not entitled to participate in the proceedings or receive any details about them.

1.6 Wellbeing

We recognise that both raising and responding to concerns and complaints can be stressful. We will therefore allow complainants to be accompanied by a relative or friend at all stages of

the process. Staff complained about may be accompanied by a colleague or a union representative when interviewed or attending panel hearings.

1.7 Confidentiality

Complaints will be dealt with confidentially for those involved and we expect complainants to observe confidentiality also. We ask that complainants do not discuss complaints publicly or via social media such as Facebook or Twitter. This is because such discussion may make it more difficult to investigate the complaint, governors who might be required to review the complaint may become tainted, and because by publishing their comments complainants may be committing civil or criminal offences.

1.8 A Staged Response to complaints

The school takes a staged response to concerns and complaints. After informal review of concerns, these stages are

Formal Stage 1: School review of complaint

Formal Stage 2: Governor review of complaint

Formal Stage 3: External review of complaint

1.9 Monitoring of Complaints

All formal complaints will be monitored and reviewed annually by the Governing Body. Any relevant information arising from the review will be shared with the school senior leadership team with a view to improving policies and procedures so that lessons learned can be shared. However, confidentiality will be maintained for individual complainants by sharing only the nature of the complaint.

2 Informal review of concern

2.1 Despite the school's best intentions, there may be occasions when problems arise or further clarification is required. In most cases these concerns can quickly be resolved by discussing the issue with the relevant class teacher, either in person, by telephone or in writing. A parent may also wish to discuss a concern informally first, to help them decide whether to take the matter further. Members of staff are expected to respond to concerns promptly, usually within 3 school working days, and they should advise the parent if it is not possible to respond within 5 school working days.

2.2 Members of staff are not expected to keep written records of the many questions and concerns raised informally by parents, however, if it becomes clear that a parent wishes to proceed with a formal complaint it is recommended that they do so, perhaps using the Note of Concern form at Appendix C.

2.3 On occasion parents may want to raise their concerns with someone other than the class teacher. This could be because the concern is about the teacher; it could be because the problem has wider implications than can be managed by a class teacher; or it could be because the teacher has not been able to sort out the problem previously. If this is the case then parents can raise their concerns with members of the school management. Details of who to approach and how can be found in the flowchart at Appendix A. While still considered part of the informal stage, it would be expected that Strategic or Pastoral leaders, SENCO, Assistant Headteachers, Deputy Headteacher or Headteacher would record details of the concern, the result of any investigation they undertake and any action agreed in order to resolve the problem using the Note of Concern form (Appendix C).

2.4 If the member of staff first contacted feels they cannot deal with the matter, s/he should make a clear note of the date, name and contact address or phone number and refer it to the person with responsibility for the particular issue raised by the parent.

2.5 The member of staff dealing with the concern should make sure that they understand the concern and they may then be able to resolve the matter by explaining the situation or providing reassurance. They should explain what action (if any) or monitoring of the situation has been agreed, putting it in writing if appropriate.

2.6 Members of the public who wish to raise a concern should contact the Headteacher by writing to the school, emailing admin@claremont.kent.sch.uk marking it for the attention of the Headteacher or by telephoning the school office to make an appointment to see the Headteacher.

2.7 Concerns about the actions of the Headteacher personally may be discussed informally with the chair of governors, who may be contacted in writing via the school office or by emailing chair@claremont.kent.sch.uk.

2.8 Most issues are sorted out informally and we would recommend that you try this approach first. However, if you feel that there is nothing to be gained and you wish to make a formal complaint you have the right to go straight to stage 1 of the formal complaints procedure.

3. Stage 1: Formal complaint review by the school

3.1 If it has not been possible to arrive at an informal resolution to the concern or if the complainant has chosen to raise their complaint formally in the first instance, a formal complaint should be submitted to the Headteacher using the complaint form at Appendix B. You should include details which may assist in the investigation on the complaint form, such as names of potential witnesses, dates and times of events and copies of relevant documents. If you require help to complete the complaint form, perhaps due to disability, learning difficulties or translation requirements, please contact the school office so that an alternative method of completing the complaint form can be arranged.

3.2 Completion of the complaint form allows those considering the complaint to understand the nature of the complaint fully and also what response is wanted by the complainant. This might be

- an apology
- an explanation
- an admission that the situation could have been handled differently or better (please note that this is not an admission of negligence)
- an assurance that the event complained of will not recur
- an explanation of the steps that have been taken to mitigate against it happening again
- an undertaking to review school policies in light of the complaint.

3.3 If the formal complaint is about the conduct of the Headteacher, the procedures set down in this stage will be followed by the Chair of Governors. Advice will be sought from the Local Authority and an investigation officer may be appointed.

3.4 The Chair of Governors will also take responsibility for reviewing any formal complaints received in respect of individual governors.

3.5 If the formal complaint is about the Chair of Governors or the conduct of the Governing Body it should be addressed to the Clerk to the Governing Body via the school office. The Clerk will take advice from the Local Authority as to an appropriate person to review the complaint.

3.6 If a parent feels that independent mediation might be helpful in resolving their complaint, the school will make every effort to arrange this and to cooperate with this process.

3.7 The Headteacher (or Chair of Governors or designated person) should acknowledge the complaint in writing within three school working days of receiving the written complaint. The acknowledgement will give a brief explanation of the school's complaints procedure and a target date for providing a response to the complaint. This should normally be within ten school working days. If this proves impossible, a letter should be sent explaining the reason for the delay and giving a revised target date. This should be within a maximum of 20 school working days unless it is a particularly complex issue.

3.8 The Headteacher may provide an opportunity for the complainant to meet them to supplement any information provided previously or to investigate the complaint further. It should be made clear to the complainant that they may be accompanied to any meeting by a friend, relative, representative or advocate who can speak on their behalf or to provide support.

3.9 If necessary the Headteacher 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/guardians 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.

3.10 The Headteacher will keep written records of meetings, telephone conversations and other documentation.

3.11 Once all the relevant facts have been established as far as possible, the Headteacher will then produce a written response to the complainant, including a full explanation of the decision and the reasons for it. Where appropriate, this will include what action the school will take to resolve the complaint. The complainant will be advised that if they wish to take the complaint further they must notify the Chair of Governors within 20 school working days of receiving the letter using the Complaint Review Request Form (Appendix D).

4. Stage 2: Formal complaint review by the Governing Body

4.1.1 In the rare case where an issue has been reviewed by the school but is still unresolved, complaints may be reviewed again by a Complaints Panel of 3 governors. The Complaint Review Request Form (see Appendix D) should be completed and returned to the Chair of Governors c/o the school office or by email to chair@claremont.kent.sch.uk. As detailed in paragraph 3.1, please contact the school office if assistance is required. Complainants are advised to provide as much detail as possible to clarify the details of their complaint for the panel.

4.1.2 A complaints panel, including the panel chair, will be established at the first full governors' meeting each academic year, together with a pool of reserves. To ensure the

independence of the review by the panel, it is important that governors with prior knowledge of the issue(s) complained about are excluded from it. Reserve governors from the pool will be called on to replace governors on the panel who have any such prior knowledge. Claremont has agreed that if there are insufficient governors available on the panel or from the reserve pool to enable the hearing to take place within a reasonable time, any governor serving on the governing body of a school in the Tunbridge Wells Primary School Collaborative Trust may be asked to join the panel.

4.2 A Formal Complaint Stage 2 review will not be started until the Formal Complaint Stage 1 review has been completed.

4.3 The Chair of the Governing Body will write to the complainant to acknowledge receipt of the written request for the governing body to review the complaint. The acknowledgement will inform the complainant that three members of the school's governing body will hear the complaint within 20 school working days of receiving the complaint. The letter will also explain that the complainant has the right to submit any further documents relevant to the complaint. These must be received in time for the documents to be sent to the three members at least 5 working days before the panel hearing.

4.4 A meeting of the Governors' Complaints Panel will be convened. The Headteacher will not sit on the Panel. An experienced governor will chair the panel meeting. The Chair of the panel will ensure the Panel hears the complaint within twenty school working days of receiving the Complaint Review Form, or, if this is not possible, will provide reasons for the delay and details of when the hearing will take place. All relevant correspondence relating to the complaint will be given to each Panel member, the Headteacher and the complainant as soon as possible. If the correspondence is extensive, the Chair may prepare a thorough summary for sending to Panel members.

4.5 The Chair or Clerk will write and inform the complainant, Headteacher or other person who conducted the Stage 1 Review, any relevant witnesses and members of the Panel at least five school working days in advance of the date, time and place of the meeting. The notification will also inform the complainant of their right to be accompanied to the meeting by a friend, relative, advocate or interpreter and explain how the meeting will be conducted.

4.6 The Headteacher or person who conducted the Stage 1 Review will be invited to attend the Panel meeting and will be asked to prepare a written report for the Panel in response to the complaint. All attendees including the complainant should receive a set of the relevant documents including the complaint, Headteacher's report and the agenda, at least five school working days prior to the meeting.

4.7 Submission of additional documents or requests for additional attendees made after this time (ie within 5 school working days of the Panel meeting) will be at the discretion of the Chair of the panel.

4.8 Every attempt will be made to keep the panel hearing as informal as possible. Witnesses will only attend for the part of the hearing in which they give evidence. At the panel hearing:

- The Chair of the Panel will ensure that everyone present is introduced.
- The complainant will have the opportunity to present their complaint, including calling their witnesses.
- The Headteacher may question both the complainant and their witnesses after each has spoken.

- The Headteacher will explain the school's position and call any witnesses for the school.
- The complainant will have the opportunity to ask questions of the Headteacher and witnesses.
- Panel members may ask questions of the complainant, the Headteacher and the witnesses at any time.
- A short recess may be given at this point so that the complainant and Headteacher may gather their thoughts.
- The Headteacher will be given the opportunity to make a final statement to the panel.
- The complainant will be given the opportunity to make a final statement to the panel.
- The chair will ask the complainant if he or she feels they have had a fair hearing.

The Chair of the Panel has responsibility to ensure that the meeting is properly minuted.

4.9 The Chair of the Panel will explain to the complainant and Headteacher that the Panel will consider its decision and that a written decision will be sent to both parties within 15 school working days. The complainant, Headteacher, other members of staff and witnesses will then leave.

4.10 The Panel will then consider the complaint and all the evidence presented and

- Agree a decision on the complaint, whether wholly or in part;
- Decide upon the appropriate action to be taken to resolve the complaint; and
- Where appropriate, recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

4.11 A written statement clearly setting out the decision of the Panel must be sent to the complainant and Headteacher. The letter to the complainant should also advise how to take the complaint further, should they wish to do so.

4.12 All complaints will be kept confidential wherever possible. All record of the Governing Body panel hearing will be held securely by the Clerk to the Governing Body. These records are not included in any pupil's Educational File and will be retained by the Governing Body for a reasonable time to enable the decision to be audited and reviewed and then they will be destroyed.

5. **Stage 3: Formal complaint external review**

5.1 The Chair of the Panel will ensure that when the complainant is notified of the panel's decision, in writing, with the panel's response (including the reasons for the decision) the letter also explains any further rights of appeal.

5.2 The final stage of appeal is to the Secretary of State for Education. Complainants should write to The School Complaints Unit (SCU) at:

Department for Education
2nd Floor, Piccadilly Gate
Manchester
M1 2WD

5.3 The School Complaints Unit (SCU) considers complaints on behalf of the Secretary of State. SCU will consider whether the school complaints policy and any other relevant policies

were followed in accordance with the provisions set out. SCU also examines statutory policies to determine if they adhere to education legislation. However, the department will not normally re-investigate the substance of the complaint. This remains the responsibility of the school. SCU will not overturn a school's decision about a complaint except in exceptional circumstances where it is clear that the school has acted unlawfully or unreasonably. If the SCU finds that the school has not handled a complaint in accordance with its procedure, they may request that the complaint is looked at again. In these circumstances a second panel of governors would be asked to repeat the Formal Stage 2 Review of the Complaint.

5.4 If legislative or policy breaches are found, SCU will report them to the school and the complainant and, where necessary, ask for corrective action to be taken. The SCU normally also seeks written assurances as to future conduct. Failure to carry out remedial actions or supply written assurances could ultimately result in a formal Direction being issued by the Secretary of State in accordance with the powers set out under Sections 496 and 497 of the Education Act 1996.

6. Unreasonable complaints

6.1 Claremont Primary School is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. Claremont expects anyone who wishes to raise a concern or complaint to treat members of staff and governors with respect, and to follow the school's complaints procedure. It is unacceptable for complainants to subject any members of staff or governors to abusive, offensive or threatening language or behaviour and the school will take action to protect staff and governors from that behaviour.

6.2 We define unreasonable complaints as those which, because of the frequency or nature of the contacts with the school or governing body, hinder the consideration of their or other complaints or interfere with the efficient leadership and management of the school. Features of unreasonable complaints are described in Appendix E, although the list is not exhaustive, nor does one single feature on its own necessarily imply that the complaint will be considered as being in this category.

6.3 In cases of unreasonable complaints, the school may, after consultation with the local authority, decide to impose restrictions. These will be tailored to the individual complainant but may include

- Informing the complainant that his/her behaviour is now considered to be unreasonable or unacceptable and request a changed approach.
- Requiring all 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.
- Informing the complainant that, except in emergencies, the school will only respond to written communications and that these may be required to be channelled through the local authority.
- Barring or restricting the complainant from being on school premises. When a parent is barred from school property the Headteacher or the local authority will inform the complainant 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. The parent will be given the opportunity to formally respond in writing to express their views on the decision to bar them. After considering these views, the school will consider whether to continue barring them and if so, the parent will be informed of

the date when this decision will be reviewed. If the decision is confirmed the parent should be informed of the decision in writing, explaining how long the bar will be in place. Anyone wishing to complain about being barred may do so, by letter or email to the Headteacher or Chair of Governors. However, complaints about barring cannot be escalated to the DfE, once the school's complaints procedure has been completed the only avenue remaining is to appeal through the courts and we would advise parents to seek independent legal advice in these circumstances.

6.4 In the case of abuse or harassment including any form of verbal or physical aggression the school may call the police and take appropriate legal action.

6.5 If a complainant continues to contact the school or governing body repeatedly on the same issue, whether because they are unhappy with the outcome of the complaint procedure or do not agree with the outcome or action proposed or they have their own reasons for wishing to continue with a complaint even though all stages of the complaint procedure have been completed, the school may decide that this behaviour is causing a significant degree of disruption and decide to restrict contact (other than for emergency communication about a pupil's welfare which will always be permitted) or to stop responding to communications on the subject of the complaint. Restrictions imposed will be individually tailored to the individual complainant, but may include requiring communication to be in writing or to be sent via the Local Authority. The decision to stop responding would be taken only when the school has taken every reasonable step to address the complainant's needs, the complainant has been given a clear statement of the school's position and their options (if any); and the complainant is continuing to contact the school or governing body repeatedly, but making substantially the same points each time. The advice of the SCU will normally be sought before a decision to stop responding is taken.

6.6 Should the complainant raise an entirely new, separate complaint, it will be considered in line with this policy on its own merits. However, the school will consider the apparent motives for raising the complaint to establish whether the complainant is being vexatious or unreasonably persistent.

Queries and Concerns - Who do you go to?

The School Office

The office should be your first port of call for enquiries, information and advice. They will also arrange contact with your child's class teacher or other members of staff



Class Teachers

Class teachers should be able to answer any queries or concerns you may have about your child. They can be contacted by

- Sending a note via your child or given straight to the teacher
- A letter left at the school office addressed to the teacher
- A message left at the school office requesting a phone call or appointment
- A visit **after** school to see if a member of staff is available



Pastoral/Inclusion Leaders

If you still have concerns about your child's well-being after speaking to your child's class teacher, you may wish to discuss the matter with your appropriate Pastoral Leader, or, if it concerns your child's special needs, with the SENCO

Reception/Year 1 Mrs Michele Baldwin
(Assistant Headteacher)

Years 2 & 3 Mrs Elaine Brooks

Years 4, 5 & 6 Mr Chris Hogwood

Assistant Headteacher for Inclusion
Mrs Claudia Street



Curriculum Leaders

If you still have concerns about any area of your child's teaching, learning and curriculum after speaking to your child's class teacher, you may wish to discuss the matter with one of the curriculum leaders:

English Mrs Ball

Maths/DT Mr Gerrard

Science/Computing Mr Care

Creative Curriculum Mr Greaves

Outdoor Learning Mr Hogwood

Assessment Mr Coulson



Designated Safeguarding Lead – Mrs Claudia Street

If you have any safeguarding or child protection concerns, you should speak to Mrs Street in the first instance



Deputy Headteacher - Mrs Candi Roberts

If your concern relates to a whole school matter, eg school procedures or policies, please speak to the Deputy Headteacher



Headteacher - Mrs Sylvia Crockett

If your concern remains unresolved, or if it is about a serious matter, please speak to the Headteacher

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:

Official use

Date acknowledgement sent:

By whom:

Complaint referred to:

Date:



Claremont Primary School – Note of Concern

Teacher's name/Class:	
Parent/Carer:	
Pupil's Name:	
Date of Meeting:	
Others in attendance:	
Nature of concern	
Details of Discussion	
Next steps agreed	
Outcome (circle): Concern resolved Concern on-going Formal complaint raised	
Signed (staff member) Date	Signed (parent) Date

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Claremont Primary School
Complaint Review Request Form

Please complete and return to the Chair of Governors c/o School Office (Please mark the envelope Urgent: Private and Confidential) or by email to chair@claremont.kent.sch.uk. The Chair or Clerk will acknowledge receipt and explain what action will be taken.

Your name:
Pupil's name (if relevant):
Your relationship to the pupil:
Address:
Postcode:
Day time telephone number:
Evening telephone number:
I submitted a formal complaint to the school on(date) and am dissatisfied with the procedure that has been followed. My complaint was submitted to and I received a response from on(date) I have attached copies of my formal complaint and of the response(s) from the school. I am dissatisfied with the way in which the procedure was carried out because:
You may continue on separate paper or attach copies of relevant documents if you wish.

What actions do you feel might resolve the problem at this stage?

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

Signature:

Date:

Official use

Date acknowledgement sent:

By whom:

Complaint referred to:

Date:

Appendix E

Examples of Unreasonable Complaints

A complaint may be considered to be unreasonable, unreasonably persistent, serial or vexatious, if the complainant

- has insufficient or no grounds for their complaint and is making the complaint only to annoy (or for reasons that he or she does not admit or make obvious)
- makes a complaint knowing it to be false or using falsified information
- refuses to specify the grounds of a complaint despite requests to do so and offers of assistance
- refuses to co-operate with the complaints investigation process while still wishing their complaint to be resolved
- refuses to accept that issues are not within the remit of the complaints policy and procedure despite having been provided with information about the scope of the policy and procedure
- refuses to accept that issues are not within the power of the school to investigate, change or influence
- insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice
- makes what appear to be groundless complaints about the staff dealing with the complaints, and seeks to have them dismissed or replaced
- makes an unreasonable number of contacts with the school or governing body, by any means, in relation to a specific complaint or complaints
- makes persistent and unreasonable demands or expectations of staff and/or the complaints process after the unreasonableness has been explained (an example of this could be a complainant who insists on immediate responses to numerous, frequent and/or complex letters, faxes, telephone calls or emails)
- harasses or verbally abuses or otherwise seeks to intimidate staff dealing with their complaint, by use of inappropriate, offensive or racist language
- makes unjustified complaints against the staff or governors dealing with the complaint and seeks to have them replaced
- raises subsidiary or new issues whilst a complaint is being addressed that were not part of the complaint at the start of the complaint process
- introduces trivial or irrelevant new information whilst the complaint is being investigated and expects this to be taken into account and commented on
- changes the substance or basis of the complaint without reasonable justification whilst the complaint is being addressed
- denies statements he or she made at an earlier stage in the complaint process
- electronically records meetings and conversations without the prior knowledge and consent of the other person involved
- refuses to accept the outcome of the complaint process after its conclusion, repeatedly arguing the point, complaining about the outcome, and/or denying that an adequate response has been given
- makes the same complaint repeatedly, perhaps with minor differences, after the complaints procedure has been concluded, and insisting that the minor differences make these 'new' complaints which should be put through the full complaints procedure
- seeks an unrealistic outcome
- makes complaints in public or via a social networking site or publishes unacceptable information or comments in a variety of media such as social media sites or newspapers

At Claremont we have a vision to 'let every light shine' in a school community where all members feel valued. We are committed to promote the education and welfare of children through positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all. At all levels, the school is an inclusive community irrespective of race, disability, gender, faith and belief, sexual orientation or age. At Claremont we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.