

We are an ambitious and inclusive Trust of schools  
strengthening communities through excellent education.



# Managing unreasonable behaviour of those raising concerns/complaints

Responsibility for approval: Senior Executive  
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## 1.0 Policy statement

- 1.1 We are an ambitious and inclusive Trust of schools strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities. We have a duty of care towards our staff and students to ensure that our schools are supportive, calm and kind spaces.
- 1.2 This policy is based on our values of collaboration and building trust with the school community; it aligns to our [Complaints Policy](#) and the Trust's commitment to complaint resolution within the boundaries of reasonable behaviours.
- 1.3 When making any decisions under this policy each case will be considered on its own individual circumstances. The Trust will further act in a way that is consistent with public law principles, the Equality Act 2010 and the Human Rights Act 1998.

## 2.0 Scope and purpose

- 2.1 The Ted Wragg Trust and its schools are committed to dealing with all concerns and complaints fairly and impartially, and to providing a high-quality service to those who raise a concern or complaint.
- 2.2 We will not normally limit the contact those raising concerns or complaints have with our schools. However, we do not expect our staff to tolerate unacceptable behaviour and will act to protect staff from that behaviour, including that which is unkind, derogatory, abusive, offensive, threatening or which places excessive demands upon our staff and impacts on the day to day running of our schools.
- 2.3 The purpose of this policy is to define what is meant by unreasonable behaviours and the actions which will be taken in these cases. This policy should be applied when behaviour meets the criteria defined in [Appendix 1](#).
- 2.4 The scope of this policy extends to all methods of contact including telephone, face-to-face, letters, e-mails, social media and other digital channels

## 3.0 Definition

- 3.1 For the purpose of this document:

The Ted Wragg Multi Academy Trust is referred to as the Ted Wragg Trust or TWT or the Trust

## 4.0 Legal Framework

- 4.1 This policy will be published on the Trust website and will be included in the Trust's Policy Monitoring Schedule.

## 5.0 Definition of Unreasonable Behaviour

- 5.1 The Ted Wragg Trust definition of unreasonable behaviour is outlined in [Appendix 1](#).

## 6.0 Communication

6.1 Complainants or those raising concerns should try to limit their communication with the academy or Trust that relates to their concern or complaint, while the complaint or concern is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the resolution or outcome of the complaint being reached. Timelines for dealing with complaints can be found in the [complaints policy](#).

## 7.0 Procedure

7.1 Before applying this policy, the below process should be followed:

7.1.1 If a member of staff suspects the **Managing unreasonable behaviour of those raising concerns or complaints policy** has been breached they should inform their Headteacher or a member of the Senior Executive who will review the behaviour against the definition of unreasonable behaviour outlined in [Appendix 1](#) of this policy.

7.1.2 Where it is confirmed that unreasonable behaviour has occurred, schools or the Trust should put in place temporary restrictions to ensure the safety and wellbeing of staff and students. These restrictions could include:

- limiting communication routes with school and/ or Trust
- ceasing communications with members of the school and/or Trust community directly, and communicating through a representative only
- ceasing communications about a particular issue or question that have already been responded to or answered
- banning from school site

Temporary restrictions will not usually be in place for longer than ten school working days. During this time, the school or trust will follow up with an in-person meeting with involved parties. At this meeting, understanding of the reasoning for the temporary restrictions will be clarified and, where possible, a positive and constructive way forward will be agreed. This meeting will be followed up in writing, detailing agreed actions, including, if necessary, any restrictions and the duration of these. The meeting may result in the following:

- all normal communications resume
- a warning letter is sent outlining what may happen should there be any further unreasonable behaviours experienced in line with [Appendix 1](#)
- restrictions remain in place or are extended further

7.1.3 If after a warning letter has been received, there are further incidents of unreasonable behaviour, the school or Trust will put in place further restrictions to ensure the wellbeing of staff and students. This may be for a period of up to three months and will be reviewed by the Head of Governance or member of Senior Executive at the end of the three-month period, or earlier if agreed.

7.1.4 If restrictions remain in place or are extended further for up to a period of three months, this will be reviewed by Head of Governance or member of the Senior Executive team at the end of the three-month period, or earlier if agreed.

7.2 In addition to the above process, if any student or parent/carer of a child/ren being educated at one of our schools is found to be posting libellous or defamatory comments on social media or other public platforms they will be reported to the appropriate 'report abuse' section of the network site. All social

network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The parent/carer or student will be asked by the school or Trust to remove such comments/ material immediately. Libellous or defamatory comments will be reported to the police and any relevant safeguarding bodies. The school and/or Trust will also instigate legal action if appropriate.

- 7.3 Where the behaviour is so extreme or it threatens the immediate safety and welfare of our staff or students, we will consider other options, for example reporting the matter to the police or taking legal action. In such cases, we may not give the person raising a concern or complaint prior warning of that action.

## Appendix 1 – Examples of unreasonable behaviour when raising concerns or complaints

### Unacceptable behaviour

- Behaviour which is unkind or disrespectful to an individual, the school or the Trust
- Uses threats or behaviour to intimidate
- Uses abusive, offensive or discriminatory language or violence
- Knowingly provides falsified information
- Publishes derogatory, defamatory or abusive comments about the school, Trust or individual members of staff on social media or other public forums
- Makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint or concern in person, in writing, by email and by telephone while the concern or complaint is being dealt with

### Complaints

- Refuses to articulate their complaint or specify the grounds of a complaint
- Refuses to articulate the outcomes sought by raising the complaint despite offers of assistance
- Refuses to co-operate with the complaint investigation process
- Changes the basis of the complaint as the investigation proceeds
- Refuses to accept the findings of the investigation into that complaint where the Trust's complaint procedure has been fully and properly implemented and completed, including any referral to the Department for Education
- Seeks an unrealistic outcome

### Complaints that are not in scope

- Refuses to accept that certain issues are not within the scope of the complaint procedure
- Insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- Makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced

### Additional complaints, concerns or questions

- Introduces trivial or irrelevant information which the complainant expects 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

### Repeated or serial complaints or concerns

- Repeatedly makes the **same complaint** (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- Raises serial complaints or concerns on a frequent basis resulting in excessive demands on school time