



ANTI-BULLYING POLICY

(TO BE READ ALONGSIDE THE BEHAVIOUR POLICY)

General Statement

All staff, pupils and parents are aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear. Bullying is unacceptable and will not be tolerated. We will do all that is reasonably practicable to eliminate any bullying.

What is bullying?

**‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power, it can happen face to face or online’
(Anti-Bullying Alliance & DfE: 2014)**

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet ,such as email and internet chat Twitter, Facebook misuse

Bullying is not:

- Having a fall out with your friend
- When a friend doesn't want to play your game
- A one off silly comment said by mistake
- When a friend wants to play with someone else
- Not liking someone
- A rare incident that might be verbal or physical
- When someone accidentally bumps into you
- When someone is bossy

SOME OF THIS IS JUST UNKIND BEHAVIOUR

Defining Bullying with Key Stage 1 Children.

It is bullying when people repeatedly;

- hurt others on purpose-especially hitting or kicking
- say they will hurt other people
- tease others unkindly
- call people names

- take other people's things, spoil or throw them away
- say unkind things about others, whether true or not
- prevent others from joining in their work or group activities.

It is not bullying when people;

- hurt others by accident
- don't know other people want to join in
- won't let other people have their own way
- ask others to take their turn
- want others to play by the rules
- borrow or use others things without asking, especially if they do not know they are not for general use.

Defining bullying with Key Stage 2 Children

It is bullying when people repeatedly;

- deliberately hurt others time after time, especially when people are unable to defend themselves
- tease others especially when the person being teased begins to feel unhappy about it
- call others names, especially when the names are about how people look; e.g. race, colour, appearance, culture, gender, ethnic origin or any form of disability
- threaten they will hurt others
- try to take peoples possessions or money by force
- demand that others give them money or possessions
- force others to do things they know they should not do
- hurt others physically and repeatedly
- spoil, damage, take or throw away other peoples belongings
- leave people out of play, groups, or other social activities deliberately and frequently
- exaggerate tales or spread rumours particularly when meaning harm to the person
- act maliciously towards others, openly or by stealth
- make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate others.

It is not bullying when people;

- borrow things and forget to return them
- ask if they can join in
- name call or react aggressively physically or verbally as a one off
- call people by a name they are happy with
- hurt others accidentally
- give good reasons why others cannot be included in a group activity.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

Cyberbullying

Central to our School's anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all pupils have a right not to be bullied'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites

- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Gaming:

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness by:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- Talking to parents about setting boundaries and time limits when games are played.
- Highlighting relevant resources.
- Making our children aware of the dangers including of grooming and how to keep themselves safe
- Making our children aware of how to report concerns

Responsibilities

The role of the Governing Body

The governing body supports the headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body will monitor any complaints that subsequently arise from bullying incidents that have not been seen as being resolved to the satisfaction of all parties. The governors require the headteacher to keep accurate records of all serious incidents, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. In Melling – a major focus on anti-bullying will take place in throughout the month of November (the policy will be reviewed during this time).

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. The school's values, which are promoted at every opportunity, provide a climate where bullying should not take place. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

All staff in the school take all forms of bullying seriously, and seek to prevent it from taking place.

As appropriate, teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to a senior member of staff. Teachers and support staff do all they can to support the child who is being bullied.

When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This will involve counselling and support for the victim of the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged, in the first instance to change his/her behaviour in future. Punishment sanctions may be appropriate. Class teachers may use classroom procedures such as Circle Time to support/discuss issues in this area.

If a child is repeatedly involved in bullying other children, the headteacher is informed. The child's parents are then invited into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as social care/CAF team/WYPP. The graduated sanctions (Level 1, Level 2 and Level 3 - as referenced in the Behaviour Policy) may be implemented.

The role of parents/carers

Parents know that our school will not tolerate bullying, and that it takes a positive approach to educating pupils to combat it. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied with the outcome of any investigation into an incident, they should follow the school's complaints procedure (see summary at the end of the policy). Parents must not approach the child/children directly.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied. If the bullying continues, they must keep on letting people know. Children are encouraged to talk to: friends, any member of staff, family members or school Peer Mentors.

The school will raise the awareness of the anti-social nature of bullying through the PSHE and Citizenship programme, school assemblies, the school council, circle time, Antibullying Week and in the national curriculum programmes of study as appropriate. Occasional whole-school anti-bullying projects may be undertaken if the school feels there is a particular need to address any key issues.

Changing the attitude and behaviour of bullies, their victims and bystanders will play a major part in the strategies used by the school. All pupils will be encouraged to report incidents of bullying, whether they are directly involved or not. The school's pupil forum (Be the Best that You can be Team) have produced guidelines for the person being bullied, the bully, the bystander and the adults who have been told about the bullying.) See Appendices.

Dealing with bullying – strategies used in Melling

We endeavour to create an environment that prevents bullying from being a serious problem in the first place. School staff and the headteacher are best placed to decide how best to respond

to the particular issues that affect our pupils. There is no single solution to bullying which will suit all situations.

Consequences of confirmed incidents of bullying:

All incidents will be dealt with by the school and the behaviour needs to be identified as to whether it is bullying or incidents of unkind behaviour. Depending on the seriousness of the incident, some or all of the following consequences will be used.

1. The perpetrator will be counselled and warned.
2. Removal from the group/class/supported temporary separation at playtimes & lunchtimes.
3. Withdrawal of playtime and lunchtime privileges
4. Parents informed.
5. Parents are expected to cooperate with school in the following ways;
 - Accepting that their child is at fault and there is a problem
 - Encouraging future good behaviour
 - Cooperating with a report card
 - Engage in regular contact with the school to monitor progress
6. Head and senior staff will carefully monitor all children involved in bullying
7. If bullying persists, the following procedure will be put into action

Serious Misbehaviour and its consequences:

In certain cases it may be necessary to move directly to more serious consequences. Frequent and repeated, disruptive, violent or aggressive behaviour and continued undesirable behaviour will always involve the Head teacher and the parents/guardian of the child. The sanctions and consequences identified in the staged approach in the Behaviour Policy may be used. In some cases, emotional and social support/therapy/counselling may be sought for the perpetrator as well as the victim.

Every effort will be taken to address unacceptable behaviour. This will require the co-operation and support of parents/guardians and all school staff.

Action to be taken to stop bullying behaviour recurring:

In dealing with case of bullying we aim to:

STOP the bullying behaviour

RE-EDUCATE those who bully, changing attitudes and behaviour for the future.

RECONCILE the children involved, if possible.

Ideally the children involved will be friends, but we can neither demand nor expect this. In fact we may have to accept that they do not like each other. However, they will not be advised to avoid each other. This is too much to expect and creates its own tension. The object of re-education is to restore the mutual respect which was absent when the bullying behaviour occurred. To this end, and provided the victim agrees, both sides may be brought together.

Each case will be monitored by staff to ensure that there is no recurrence of the bullying behaviour. It will take the form of review meetings which will be arranged with the children involved.

It must be emphasised that any sanctions taken against children who bully must be fair, reasonable, proportionate and just and must serve the above aims.

Prevention

Our school's response to bullying does not start at the point at which a child has been bullied. We are proactive – implementing strategies and approaches that prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

We have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Intervention

We will investigate each case to ascertain how best to deal with it. Restorative and/or disciplinary measures will be applied to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. We see it as important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

We will endeavour to:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve pupils. All pupils should understand our approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions in line with the levelled approach.
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities.
- use specific organisations or resources for help with particular problems. We draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying eg Bully-Busters
- provide effective staff training. This policy will be most effective when all staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils must feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. We will create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination

At all stages of the response to an allegation of bullying, it is important that both parties have the opportunity to talk openly with appropriate staff members. When responding to incidents or accusations of bullying the approach should be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships.

Sanctions

Any of the sanctions detailed within the school's Behaviour Policy may be used (if deemed appropriate to the specific situation) against bullies as appropriate. For persistent offenders of serious acts of bullying or incidents considered as gross acts of aggression a pupil could be excluded from school on a fixed term or in very serious cases - permanently. It must be emphasised that any sanctions taken against children who bully must be fair, reasonable, proportionate and just and must serve the above aims.

Counselling

The school will arrange counselling for both bullies and the bullied if this is deemed required. Sefton Bullybusters has a telephone number and excellent website to support in this area: 0800 169 6928

GUIDANCE - DEALING WITH HOMOPHOBIC NAME CALLING

'Every child in every school has the right to learn free from the fear of bullying, whatever form that bullying may take. Everyone involved in a child's education needs to work together to ensure this is the case.'

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay' and direct homophobic abuse e.g. a boy is called a 'poof'.

Principles

The Law

-It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)

-Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.

-Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does it look like?

-Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people.

-It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" – for example, "You're such a gay boy" or "That's gay".

-Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling.

-We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school it is harder to address at secondary school.

-If a pupil is not explicitly told that homophobic bullying is wrong they may think it is OK to do this.

Responding to an Incident

If we hear a child using homophobic language we will address it, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

FOUNDATION STAGE PUPILS

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Explain 'gay' is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.
4. Ask the child to choose other words/actions which would help solve the problem in a positive way.

Y1-Y3 PUPILS

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –
-Clarify "It's when two men or two women love each other".

- State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone." Help child to understand how their behaviour affects others.
- 3. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
- 4. If name calling continues sanction child in line with Behaviour Policy.

Y4 - Y6

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the words mean. After pupil answers –
 - Clarify "It's when two men or two women love each other and there's nothing wrong with that/the law says there is nothing wrong with that"
 - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it's not using the word appropriately." Help child to understand how their behaviour affects others.
3. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
4. If name calling continues sanction child in line with Behaviour Policy

Bullying has no place whatsoever in our school!

We agree:



To be friendly and kind to everyone.

To keep our hands, feet and any other part of our body to ourselves.

To say kind things to one another.

To be honest.

To not see trouble when none was intended.

To make everyone feel included.

To respects each other's belongings and property.

To treat others how we wish to be treated.

To be responsible for my choices.

To tell an adult, even if we are not directly involved.



Who can I talk to if I am worried?

My family

Any adult who works in school

Peer Mentors

My friends

Bullybusters 0800 169 6928

Am I being bullied?

Ask yourself

Am I repeatedly...

being called names?

being teased?

being put down?

being threatened?

being kicked?

being hit?

being tripped?

having my hair pulled?

having my belongings stolen?

having my belongings damaged?

being ignored?

being left out?

having rumours spread about me?

receiving abusive messages on any
electronic device?

being targeted for who I am?

being targeted for who people think I
am?



Why do bullies bully?

They may be unhappy.

They may be angry.

They may be jealous.

They may lack confidence.

They may want attention.

They may have been bullied themselves.

They may feel rewarded by a sense of power.

They may have something missing in their lives,
like good friends.

They may have a real problem and the only way
they know how to deal with it is to bully.



Remember!

Be proud of who you are – It is good to be you!

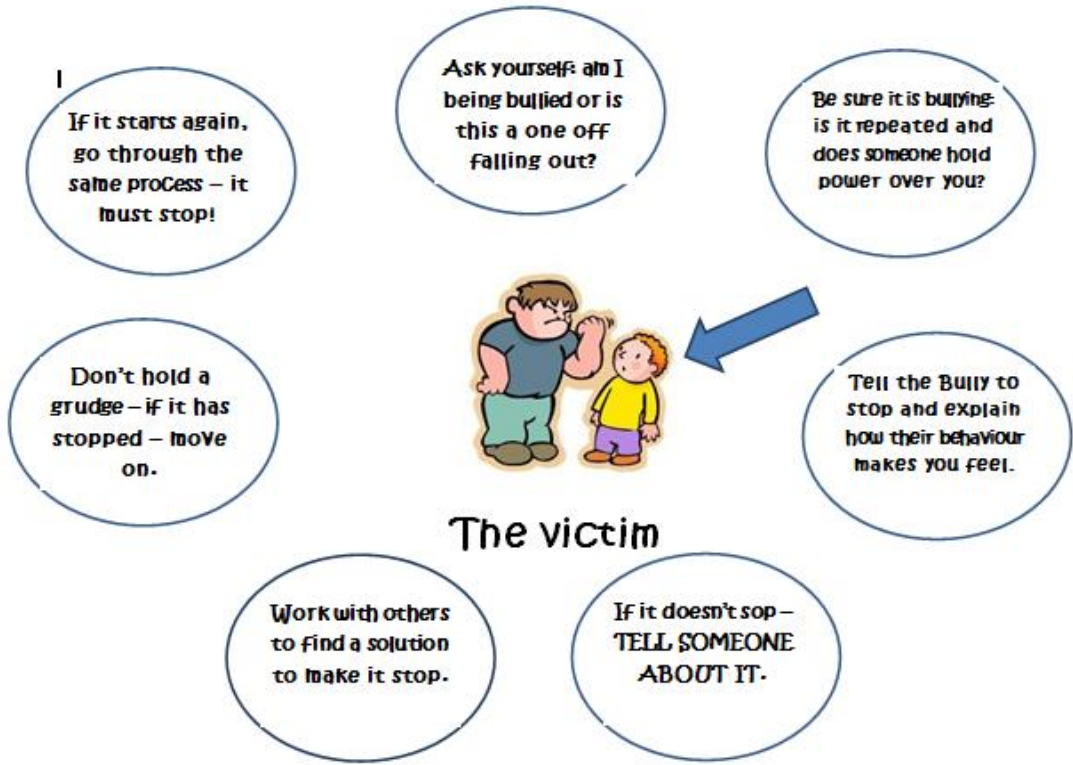
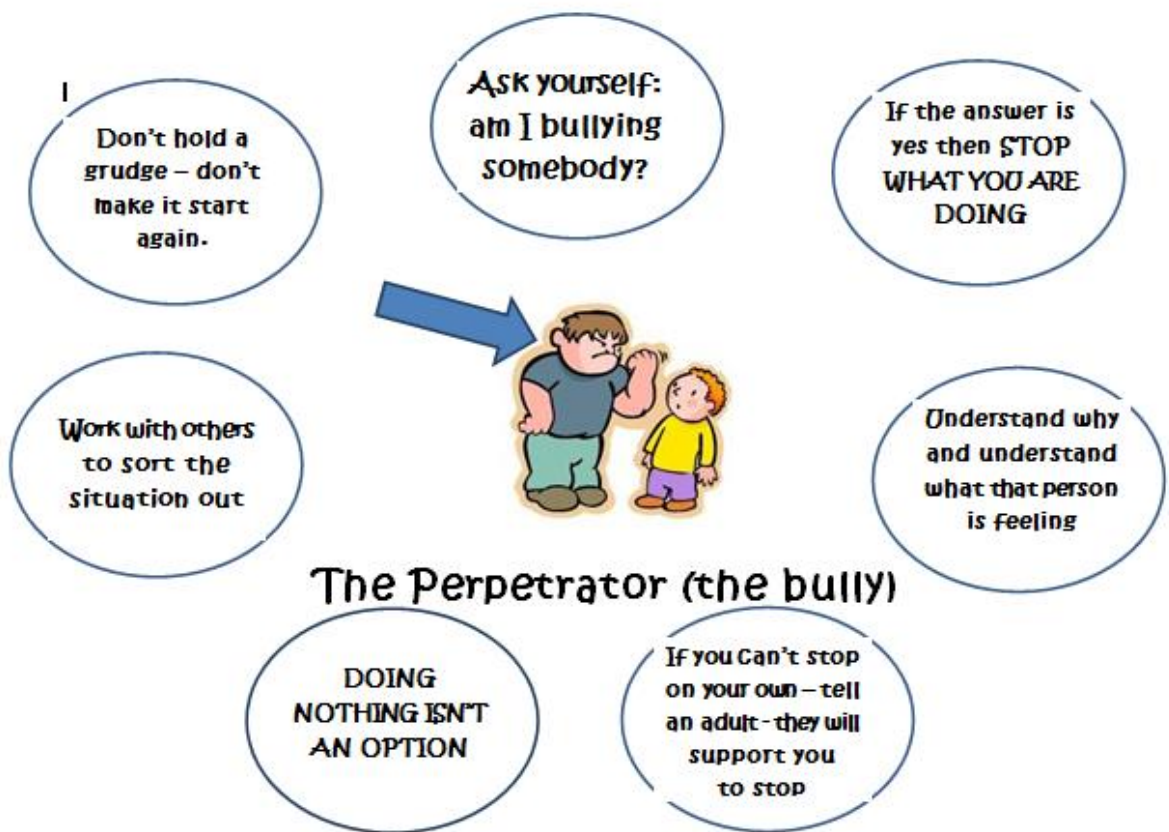
You do not deserve to be bullied, it is wrong.

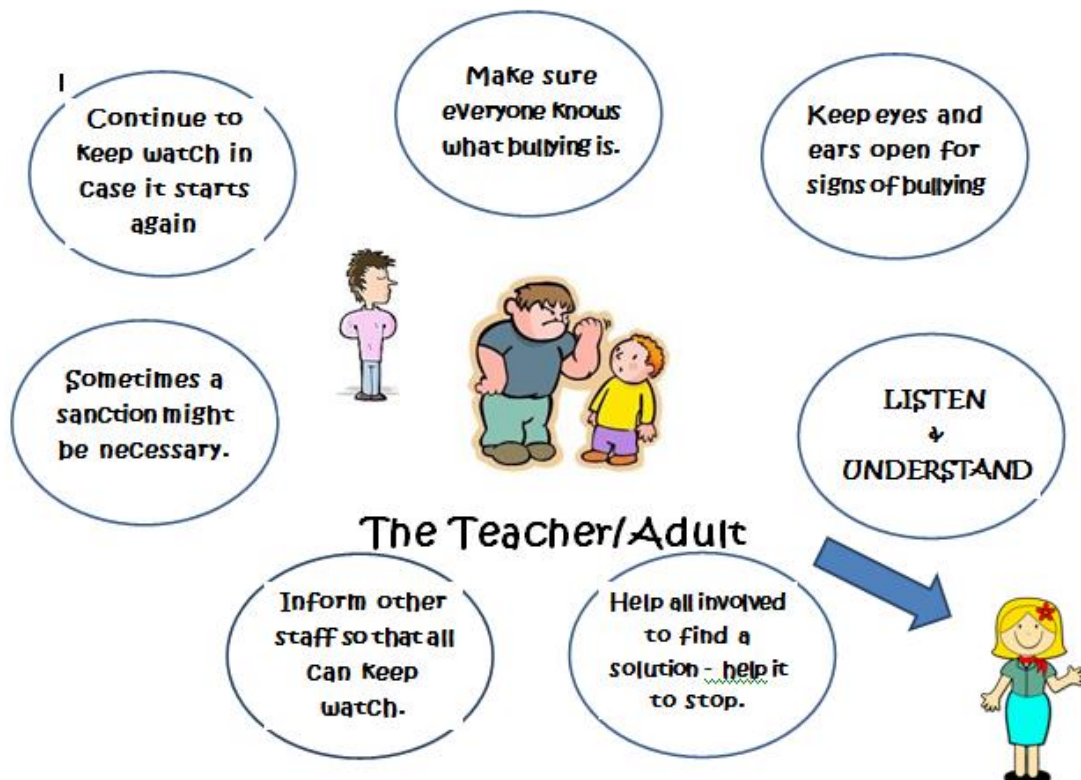
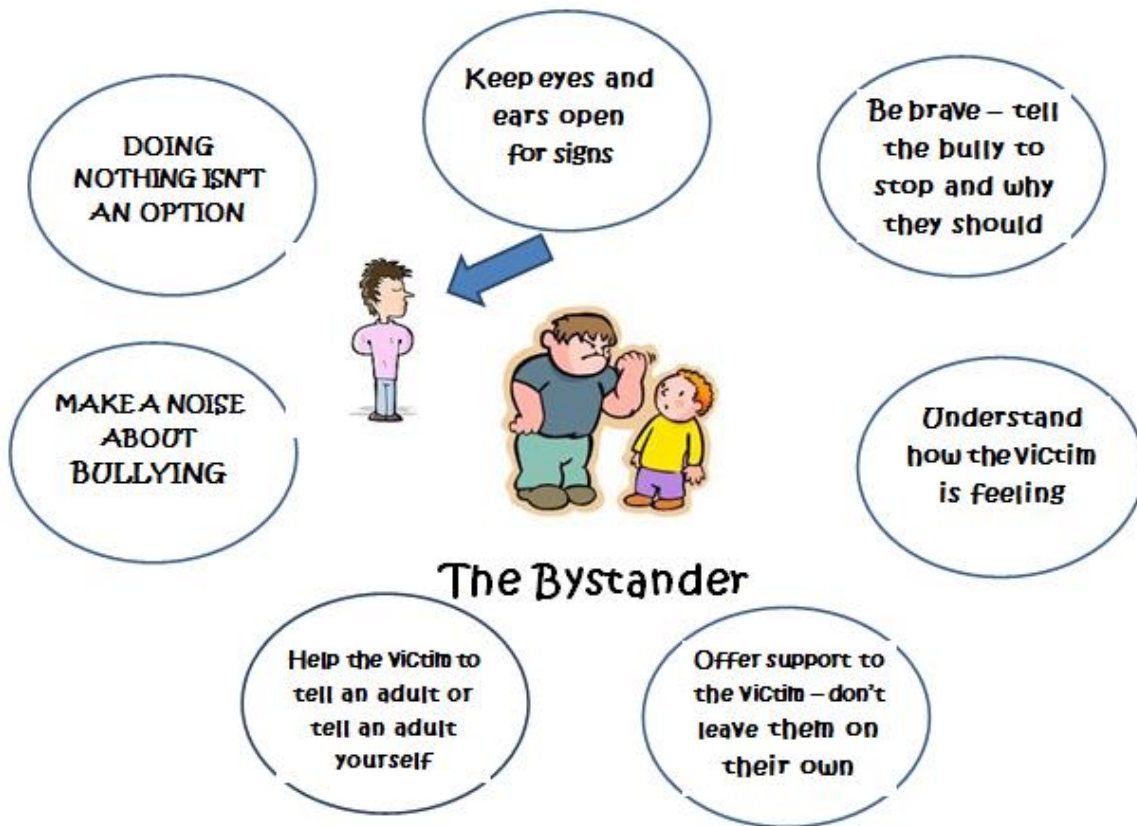
Try not to show that you are upset.

Be assertive – say no, walk away confidently.

Go straight to a Peer Mentor or an adult.

Don't suffer in silence – always tell.





MAKING A COMPLAINT

Who can make a complaint?

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to Melling Primary School about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

The difference between a concern and a complaint

A concern may be defined as *'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'*.

A complaint may be defined as *'an expression of dissatisfaction however made, about actions taken or a lack of action'*.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Melling Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the Headteacher will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Headteacher will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Melling Primary School will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher or an Assistant Headteacher using the process outlined below. If the matter remains unresolved follow the same process by raising the concern with the Headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (except the Headteacher) should be made in the first instance, to the Headteacher via the school office. Please mark them as Private and Confidential.

Complaints that involve or are about the Headteacher should be addressed to Kate Hogan (the Chair of Governors), via the school office. Please mark them as Private and Confidential.

Complaints about the Chair of Governors, any individual governor or the whole governing body should be addressed to Susan Hart (the Clerk to the Governing Body) via the school office. Please mark them as Private and Confidential.

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

FLOW CHART

A CONCERN IS RAISED WITH A CLASS TEACHER OR ASSISTANT HEAD

IF THE ISSUE REMAINS UNRESOLVED THE CONCERN IS RAISED WITH THE
HEADTEACHER

IF THE CONCERN REMAINS UNRESOLVED, A COMPLAINT IS MADE TO THE
HEADTEACHER

(if the complaint is made about the headteacher – see policy details)

STAGE 1

A COMPLAINT, IN WRITING IS MADE TO THE HEADTEACHER VIA THE SCHOOL OFFICE
THE DATE IS RECORDED

(a template is available at the end of this policy)

AN ACKNOWLEDGEMENT IS SENT WITHIN FIVE DAYS OF RECEIVING THE COMPLAINT

AN INVESTIGATION TAKES PLACE

A FORMAL WRITTEN RESPONSE IS GIVEN WITHIN 15 SCHOOL DAYS OF THE DATE THE
COMPLAINT WAS MADE

IF THERE IS DISSATISFACTION WITH THE OUTCOME – THE COMPLAINANT RESPONDS
IN WRITING WITHIN FIVE DAYS

STAGE 2

THE GOVERNORS' COMPLAINTS COMMITTEE BECOMES INVOLVED

THE CLERK WILL ACKNOWLEDGE RECEIPT OF THE APPEAL WITHIN FIVE DAYS

A MEETING BETWEEN THE COMPLAINANT AND THE GOVERNORS COMPLAINTS
COMMITTEE WILL TAKE PLACE WITHIN 15 DAYS (THE COMMITTEE MAY ALSO DECIDE
TO MEET WITHOUT THE ATTENDANCE OF THE COMPLAINANT

ANY FURTHER WRITTEN EVIDENCE FROM THE COMPLAINANT WILL BE GIVEN TO THE
COMMITTEE AT LEAST 3 DAYS BEFORE THE MEETING

THE MEETING IS HELD

THE CHAIR OF THE COMMITTEE RESPONDS IN WRITING WITHIN 10 SCHOOL DAYS

IF THERE IS DISSATISFACTION WITH THE OUTCOME – THE CHAIR PROVIDES THE
COMPLAINANT WITH DETAILS OF HOW TO COMPLAIN TO THE DfE

Complaint Form

Please complete and return to (Headteacher, Chair of Governors or Clerk to Governors) who will acknowledge receipt and explain what action will be taken.

Your name:
Pupil's name (if relevant):
Your relationship to the pupil (if relevant):
Address:
Postcode:
Day time telephone number:
Evening telephone number:
Please give details of your complaint, including whether you have spoken to anybody at the school about it.

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 who:

Complaint referred to:

Date:

