

Anti-Bullying Policy Kingsland School 2025



Kingsland School

Date of Last review:	May 2023
Date of this review:	March 2025
Date of next review:	March 2027
Headteacher's Signature:	<i>E. Patel</i>
Review approved by Governors (HR, Premises & Finance Committee)	19.03.2025

Anti-Bullying Policy

Statement of Intent:

Kingsland School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. This policy outlines what our school will do to prevent and tackle all forms of bullying. It is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education 2023". Reference has also been made to Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for school/colleges".

In our schools, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated.

Some pupils/learners may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some pupils/learners are less likely to intentionally 'bully' others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed.

The way staff members deal with such incidents of behaviour that challenges should take account all individual needs.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's and young people's emotional development.

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our schools and college.

The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Policy objectives:

- This policy outlines what Kingsland School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Kingsland is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

'What is bullying?'

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017).

Specific Examples of Bullying recognised at Kingsland School:

Physical

Assault, pushing, kicking, hitting, unacceptable touching, blocking (preventing movement through an access point), pinching, spitting, violent threats, taking or

damaging belongings or any form of physical activity that makes a person feel threatened or intimidated.

Verbal

Any words used in an aggressive manner designed to hurt or cause offence such as name-calling, mocking, taunting, making offensive comments, gossiping, spreading hurtful and untruthful rumours, teasing or excluding people from groups.

Written

Any insults contained in note passing, threatening letters, producing offensive graffiti, cyber communication, defacing any property belonging to another.

Emotional (psychological)

Gestures, tormenting, humiliating, ridiculing, ignoring, silent treatment, excluding.

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;

Prejudicial bullying (against people/pupils/learners with protected characteristics):

Racist bullying

Bullying related to race, religion, faith and belief and for those without faith, ethnicity, nationality or culture. An incident, which is perceived to be racist by the victim or any other person.

This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Sexual bullying

This is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content in its most extreme form, sexual assault or rape.

Sexual orientation

- Bullying related to sexual orientation (homophobic/biphobic bullying);
- Gender based bullying, including transphobic bullying

This can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough.

This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability

Bullying related to physical/mental health conditions, SEN/D pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

'Cyber' bullying

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying.

- **Text message bullying** involves sending offensive, upsetting and inappropriate messages by phone, text, instant messenger.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks. Further more, sending offensive or degrading photos or videos.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites and gaming** includes the use of defamatory blogs (weblogs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, e.g. facebook, Snap Chat.

Kingsland School will take steps to prevent bullying which will include:

By using assemblies, caseload teacher/tutor time, the PSHE programmes and curricular activities undertaken. These methods will also be used to promote understanding of the role of bystanders and accessories to bullying.

- Use of anti-bullying week and e-safety week each year to highlight different aspects of bullying strategies to deal with bullying and the expectations of Kingsland School in regard to bullying.
- Supervision by staff of pupils always during the school day.
- Pupils, parents/carers and staff will have regular opportunities to contribute to, and review, the anti-bullying policies and to make changes where necessary.
- All staff will model respectful behaviour and will challenge and encourage pupils to challenge stereotypically negative views. Staff will encourage pupils to view positively differences in others especially regarding race, gender, culture, sexuality, ability or disability.
- Educating parents (Parent Support Advisor – HLTA) regarding the dangers and control measures they can adopt.
- We will work with anyone who bullies to help them change their behaviour.
- We will put in place sanctions to be used as appropriate.

Code of Conduct (regarding school behaviour and relationships within the school community)

We recognise that all adults in the school are in effect role models for the pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models.

Therefore, as adults we must:

- show respect for every pupil and other colleagues within the school community.
- be aware of vulnerable pupils.
- criticise the behaviour rather than the pupil.
- avoid favouritism.
- be seen to be fair.
- avoid labelling.
- have high expectations of pupils.
- never give pupils ammunition to use against each other.
- actively seek to develop a praise culture within the school.

Pupils also have a responsibility to role model appropriate behaviour for their peers. We, therefore, believe that all pupils must:

- show respect for their fellow pupils and adults working within the school.
- support and be sensitive to others when they may be feeling vulnerable.
- actively seek to develop a praise culture within the school.
- actively support the school anti-bullying policy.
- take responsibility for their own behaviour.

Procedures:

Any child at the School who feels bullied, or is unhappy in anyway about the way that he or she is being treated by another pupil(s) or staff should feel able to speak to any member of staff, external agency workers within school (e.g. School Counsellor, Positive Steps, Barnados, Oasis) or Child Line and be confident that their concerns will be taken seriously and treated sensitively.

Children at the school who witness bullying must also feel confident to report their concerns to a member of staff, without fear of ridicule or reprisal.

Teaching and Classroom Support Staff play a key role in resolving problems of alleged bullying, and counselling both potential victims and alleged perpetrators. Any complaints of bullying received by any members of staff must, therefore, be referred to the relevant party as soon as possible.

The procedure at **Appendix 1** provides a framework for pupils that they will be encouraged to follow if they are worried and need to seek help. However, it is understood that every child and every situation is different, pupils may seek help in many ways and staff must remain alert at all times to calls for help, both direct and indirect.

The procedure at **Appendix 2** is to be followed by staff when dealing with incidents of suspected or actual bullying.

The procedure at **Appendix 3** provides a framework for dealing with complaints from parents.

If a child or young person reports bullying:

- We will listen respectfully to the child.
- **Immediate support and reassurance.**
- We will take steps to stop the bullying with the child's permission.
- We will meet with the perpetrator/s and try to resolve the problem.
- Participating in a restorative justice conversation, where appropriate.
- We will tell them we have noticed their behaviour is hurtful/unacceptable.
- We will encourage the perpetrator/s to acknowledge the hurt they have caused and support them in learning from the incident.
- We will not humiliate or put at risk the child who reported the bullying by making it known that they have done so.
- We will make it clear that persistent or severe bullying can mean the perpetrator will face changes to the arrangements around their education provision.
- We will give the perpetrator opportunities to change but if this fails, we will take further steps – this may include meeting with parents, use of the quiet room, online learning, education within the school outside of normal teaching hours, cross site transfer, exclusion.
- We will monitor and follow up incidents to ensure bullying has stopped.

Role of staff:

- The Heads of each setting to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Governors will take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
- The need for adult sensitivity should be considered in several instances, e.g. when grouping children, marking children's work, sharing of results and

assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

- To promote and develop the anti-bullying strategy with all pupils and parents/carers.
- Ensure that they are fully conversant with the policy and the steps for dealing with bullying at Kingsland School.
- Attend routine training on bullying and behaviour management.
- Develop the Kingsland School ethos of mutual support and a safe environment for all pupils.
- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
- Keep records (on the school incident report) of incidents that have witnessed and clearly state what actions have been undertaken to mitigate the circumstances – leadership will follow up and track any further actions.
- All incidents will be recorded electronically on the database and individual children will be monitored to ensure patterns are not occurring without a clear action plan being drawn up and managed.
- Regularly attend training and keep up to date with the expectations of Kingsland School in regard to dealing with bullying incidents.
- Raise any instances of bullying at staff briefings/meetings and to be extra vigilant around these pupils/cases.
- Support all pupils in the development of a mutually supportive and safe climate for learning and develop self-confidence, self-esteem and resilience of all pupils.
- Leadership will manage the situation and see the bullying child/children separately and agree what they will do.
- Incidents of bullying (as described above) will be reported to the local authority following the NOHIB procedures.
- If the situation occurs outside of school, we will always recommend the involvement of the Police if the situation requires.

Bullying by members of staff:

Staff must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff. Forms of bullying by staff may include:

- Teasing pupils about physical features or characteristics that they have little or no control over
- In appropriate displays of bad temper
- Ridiculing the work of a pupil in front of others
- Showing inconsistency in the way punishments or rewards are applied
- Physically intimidating pupils
- Insulting or swearing at other members of staff
- Belittling the actions or work of other members of staff
- Criticising colleagues in ways that are not constructive, or are unnecessarily personal.

Staff must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff who feels he/she is being bullied should initially raise the matter with his/her Line Manager. If the problem persists he/she should seek help through the School's Grievance Procedure.

The role of parents/carers:

- Parents/carers will support their children and work in partnership with the school.
- The school will ensure that pupils/learners understand this policy and why it is important.
- Parents who are concerned that their child might be being bullied, or who suspect their child may be the perpetrator of bullying should contact their child's tutor.
- To support Kingsland School's Anti-Bullying Policy and to encourage their children to follow the Code of Conduct.

Guidance for parents:

Parents who have concerns will be listened to and their concerns will be carefully and sensitively investigated (see Appendix 2). Parents who request it will also be given copies of the School's Behaviour Policy and Procedures and Anti-Bullying Policies and Procedures.

The role of Pupils:

- To follow Kingsland School's Code of Conduct and Anti-Bullying Policy.
- To discourage any bullying they encounter.
- Report bullying to staff.

Signs and symptoms of bullying are:

- Becoming shy, nervous or
- Appetite irregularities.
- frightened of travelling to/from Kingsland School
- Changes in a usual routine or behaviour; lacking concentration or high levels of distractible behaviour
- Begins to truant
- Drops in attendance, refusal to attend school.
- Clinging to adults
- Becomes withdrawn, anxious or talking in confidence
- Starts stammering
- Attempts suicide
- Runs away
- Has nightmares or cries themselves to sleep at night
- Feigning illness
- Looks damaged when they come home
- Has possessions which are damaged or missing
- Asks for money or steals money
- Comes home starving
- Becomes aggressive, disruptive or unreasonable
- Is frightened to say what's wrong

- Becomes super vigilant
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber-message is received

N.B these are only indicative symptoms and may relate to a number of issues

Preventative Strategies include:

- Using our extensive knowledge of pupils/learners, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- A functional assessment to understand the motivation underpinning the behaviour change;
- Talking to pupils/learners about issues of difference through dedicated events or projects;
- Talking with pupils/learners about how to manage their own feelings and emotions;
- Ensuring that all pupils/learners are appropriately supervised;
- Watching for early signs of distress and where pupils/learners are able to communicate, listen to what they are saying;
- Ensuring that appreciation and respect for all cultures are promoted; • Ensuring that all pupils/learners have the means to communicate, where verbal communication is challenging;
- Ensuring that teaching pupils/learners about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software is effective in protecting pupils/learners from cyber based bullying.

Consequences of bullying:

- Pupils who are victims or perpetrators will be encouraged to participate in Restorative Justice meetings to try and resolve issues
- The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop;
- Discovering more about the situation to help restore positive behaviours;
- Informing parents/carers to help change the behaviour of the pupil;
- Use of Teaching Assistants, Counsellors, PCSOs and the police to work with the victim and the bully
- Monitoring of each bullying incident on an individual basis
- Bullies may be asked to genuinely apologise and/or other consequences (such as withdrawal of privileges) may take place.
- However for those individuals who persistently bully the full force of the School's disciplinary sanctions will be applied including: internal exclusion, fixed term or alternative placement.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions. Where a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously. Although the school cannot guarantee confidentiality pupils will be informed of national and local help lines, if appropriate, where confidentiality can be maintained.

Monitoring Arrangements:

This policy will be evaluated and updated where necessary annually by the Head teacher or Heads of School. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

Links with other policies: In keeping with the aims of the school we are committed to the health and safety of all staff and pupils. We believe that we must always take action to safeguard the well-being of all concerned. This policy, therefore, links closely with the guidance and procedures found in the Safeguarding, Staff Code of Conduct Policy, Staff Handbook, Anti-Bullying, Whistleblowing Policy, Safer Recruitment Policy and the Improving Behaviour Policy – all of which encourage pupils to behave appropriately and in a way that promotes mutual respect and understanding for all members of the school.

Links to legislation:

There are several pieces of legislation which set out measures and actions for school in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

Review of Policy:

This policy was formally adopted by Kingsland School in July 2014 and replaces all previous policies, procedures and guidelines in use within the establishment. It will be further developed by staff and pupil review/discussion and given a formal review every **two years**.

Reviewed by: S Qureshi / K Said	Review Date: March 2025
Reviewed by: C Emerson / K Said	Review date: December 2020
Reviewer: C Emerson & C Jones	Review date: December 2017

Complaints Procedure for Pupils

While you are at School, we hope that you will be as happy and content as possible, but life does not always go as smoothly as we would like. Often our grumbles are about little things but occasionally a situation is more serious and we get worried.

What should you do when you want to complain or just talk to somebody about something that has happened or that you are worried about?

This sheet is for your use. It explains what you can do if you are worried, if you want to complain about something, or about the way you have been treated either by another pupil or by a member of staff. If you lose it, you can always get another one from your Tutor. If you don't understand anything on the sheet, ask a member of staff or a friend to explain it to you.

What to do if you just want to talk to someone?

Remember you have friends who may be able to help you. You may feel able to turn to an older child at the school for advice. Also, your Tutor is always ready to help and so are other members of staff.

There may be times when you feel you can't talk to anybody at School and this is perfectly alright and quite natural. You can talk, telephone or write to any of the following:

- Your parents or other relatives or friends
- Any member of school staff
- Visitors to the school such as Positive Steps, Oasis etc
- Childline

What to do if you want to complain about someone or something?

You may find it easier to write down your feelings rather than talking about them. If so: Write to your Tutor or another member of staff. If you choose to write down your complaint, your letter will be passed on to the Head Teacher or Deputy Headteacher. They will let you know that your complaint is being attended to within two days of your letter being received and you will be invited to talk things over with your Tutor, the Head Teacher/Deputy or both. You may bring a friend with you if you wish.

If you prefer to speak to someone, you can do so at any time and your complaint will be dealt with as soon as possible and immediately in serious circumstances.



ANTI-BULLYING POLICY

Procedures for Staff when dealing with incidents of suspected bullying

Staff must always take a potential victim seriously and seek to offer support. All incidents of suspected bullying must be reported immediately to the Caseload Tutor of both the potential victim(s) and alleged perpetrator(s). The Caseload Tutor will then work in accordance with the procedures below to resolve the problem.

Opportunities should be created whereby the pupil can be encouraged to express their concerns safely and in confidence. Sufficient time should be set-aside for the member of staff to listen and take note.

Initial Strategies to use with children involved:

- All pupils involved should be spoken to, individually if necessary, and what they say should be recorded in writing.
- The child who feels bullied should be counselled about what they can do and what they would like to happen in order to resolve the situation.
- The perpetrator(s) should also be counselled about what they can do and would like to happen in order to resolve the situation.
- Wherever possible, both parties should be brought together to discuss the way forward, but this must be done sensitively and carefully, as it will be very frightening for some children.
- Caseload Tutors should inform parents as soon as possible.

Reporting incidents of suspected bullying:

- The Head teacher or Deputy Head Deputy should be informed. This can be done verbally, but should always be followed up by a written report.
- Colleagues should be informed at the weekly Staff Briefing (or immediately if the matter is urgent/serious) and advised if the situation arose out of circumstances where everyone needs to be vigilant e.g. breaks, lunchtimes, boarding times.
- All incidents and discussions with staff and children should be recorded, in writing.
- The Head Teacher, Assistant Head, or Caseload Tutor as appropriate in each situation will involve parents and explain action taken, as soon as possible.

Formal Strategies/Procedures for continuing problems:

In the event of ongoing or repeated problems, further action should be taken as follows:

- The situation should be monitored closely by the Caseload Tutor who will co-ordinate the assistance of other staff as appropriate.
- Action should be taken to ensure that the child involved suffers from no adverse consequences and to verify and stop any bullying.
- If further incidents occur, the perpetrator(s) should be spoken to by the Head teacher or Assistant Head as appropriate. Every endeavor should be made to explain why bullying is wrong and to find ways to help the pupil change his/her behaviour.
- The parents of the bullied child and the perpetrator will be contacted to discuss further action, which may include the sanctions/punishments outlined below.

- All incidents and discussions with staff, children and/or parents should be recorded, in writing.

Sanctions / Punishments in respect of continued bullying:

The Head teacher, Assistant Head and other Caseload Tutors involved will work together at all stages to agree and apply appropriate action, which may include:

- Discussing matters and counselling the pupils involved
- Involving and working with parents to agree strategies to tackle the problem
- Various withdrawals of privileges
- Extra work
- Short term exclusion from School
- Permanent exclusion from School (in extreme cases and as a last resort)

Informal procedures for Staff (to be followed in all instances):

- The behaviour of suspected victims and perpetrators should be monitored in an active and supportive way.
- Caseload Tutors should be informed and involved immediately.
- Seek advice from senior members of staff, if necessary.
- Support should be given to both the victim and the bully. This may include taking action to help raise self-esteem and feelings of self-worth, understanding how actions affect others and learning how to co-operate.
- The School's Behaviour Policy should be reinforced.
- If appropriate, pupils who feel they are being bullied should be counselled by their Tutor to help them look at their own behaviour which may, in some instances, attract or provoke bullying. In these cases, pupils may need help to develop strategies to help them to stop being a natural target and to cope with bullies effectively.

Complaints from parents:

In the event that a complaint is received from a parent that their child is being bullied, the member of staff should respond in accordance with the School's Complaints procedure (see Appendix 3). This means that he / she should:

- Listen to what the parent has to say and get as much information as possible i.e.
Who are the children allegedly involved
Has there been one incident or does there seem to be an ongoing problem
What exactly has happened?
- Acknowledge the complaint and give assurance that the matter will be investigated as quickly, sensitively and as thoroughly as possible, in accordance with the School Complaints Procedure.

The member of staff should not be pressurised into giving an instant judgment or explanation.



COMPLAINTS PROCEDURE FOR PARENTS

1. INTRODUCTION

Kingsland School prides itself on the equality of the teaching and pastoral care provided to its pupils. If parents do have a complaint, however, they can expect it to be taken very seriously by the School and to be treated by the School in accordance with this procedure.

2. PROCEDURE

Stage 1 – Informal Resolution:

It is hoped that most complaints and concerns will be resolved quickly and informally. If parents have a complaint, in the first instance they should normally contact their son/daughter's tutor as soon as possible.

In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Caseload Tutor cannot resolve the matter alone, it may be necessary for him/her to consult the Head Teacher or Deputy Head as appropriate.

Complaints made directly to the Head Teacher or Deputy Head will usually be referred to the relevant Caseload Tutor, unless he/she deems it to be so serious that it should be dealt with immediately under Stage 2 of this procedure (detailed below).

The Caseload Tutor will make a written record of all concerns and complaints on the day on which they were received and take immediate action to investigate the problem and develop strategies to resolve it. This may include involving other staff and co-coordinating a joint approach to the problem. Should the complaint not be resolved to the satisfaction of all parties within five working days, then parents will be advised to proceed with their complaint in accordance with Stage 2 of this procedure.

Stage 2 – Formal Resolution:

If the complaint cannot be resolved on an informal basis, then parents should put their complaint in writing to the Head teacher. The Head teacher will decide, after considering the complaint, the appropriate course of action to take.

Step 1

In most cases, the Head teacher will meet/speak to the parents concerned, normally within three days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

Step 2

It may be necessary for the Head teacher to carry out further investigations. If the complaint is against a member of staff, he/she will be made aware of the complaint against him/her and the matter will be dealt with in accordance with the School's Disciplinary procedures. The Head teacher will keep written records of all meetings and interviews held in relation to the complaint.

Step 3

Once the Head teacher is satisfied that, so far as is reasonably practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head teacher will also give reasons for his/her decision.

In the event that action is being taken in accordance with the School's Disciplinary procedure, Stage 2 of the Complaints Procedure will normally be suspended until the outcome of the Disciplinary process is known.

If the complaint is still not resolved to the satisfaction of all parties, parents should proceed to Stage 3 of this procedure.

Stage 3 – Panel Hearing:

If parents seek to invoke Stage 3 (following a failure to reach an earlier solution), they will be referred to the Assistant Director, who has been appointed to call hearings of the Complaints Panel.

The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three persons not directly involved in the matters detailed in the complaint. The Assistant Director will appoint the Panel, acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five working days.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars should be supplied to all parties not later than 24 hours prior to the hearing. The parent(s) may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it will normally complete within five working days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head teacher and, where relevant, the subject of the complaint.

In the event that action is ongoing in accordance with the School's Disciplinary procedure, Stage 2 of the Complaints Procedure will normally be suspended until the outcome of the Disciplinary process is known.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except insofar as is required; where disclosure is required in the course of the School's inspection; or where any other legal obligation prevails.