LIGHTHOUSE SCHOOLS PARTNERSHIP

Policy and procedure for dealing with persistent and/or vexatious communications (including formal complaints)

This policy applies to all schools within the Lighthouse Schools Partnership and has been based on guidance from the Department for Education

Policy approved by Trust Executive Team	
Signed: Gary Lewis	Date: 2 November 2026
Name: Gary Lewis	Role: Chief Executive
Review Cycle: Annually	Date of next review: Autumn 2028 *This policy is valid and in place until a new or updated policy is published*

The Lighthouse Schools Partnership is committed to dealing with all parental communications and complaints fairly and impartially, and to providing a high-quality service to those who raise concerns or questions with our schools. Our Concerns and Complaints Policy and Procedure outlines when a formal complaint may be appropriate and how it should be raised and our Home-School Partnership Document outlines our expectation around working relationships with parents/carers.

We will not normally limit the contact parents, carers or other stakeholders have with our schools. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

The Lighthouse Schools Partnership defines unreasonable behaviour and persistent and/or vexatious communications as that which hinders our consideration of concerns, questions and formal complaints because of the frequency or nature of the contact with the school, such as:

- making excessive demands on school time by frequent, lengthy and complicated contact with staff in person, in writing, by email and by telephone while concerns or formal complaints are being dealt with

- raising large numbers of detailed questions that are not directly relevant to the issue,

topic or situation, and insists they are fully answered, often immediately and to their own timescales

- making unjustified complaints about staff who are trying to deal with issues, and seeks to have them replaced
- seeking an unrealistic outcome
- using threats to intimidate
- using abusive, offensive or discriminatory language or violence
- knowingly provides falsified information
- publishing unacceptable information on social media or other public forums.
- refusing to articulate issue, concern or complaint or specify the grounds of or the outcomes sought by raising the complaint, despite offers of assistance
- refusing to co-operate with the complaints investigation process
- refusing to provide required or requested information, in line with published policies, to help resolve a situation despite clear guidance and offers of assistance
- refusing to escalate communications to formal complaint process despite guidance and offers of assistance
- refusing to accept that certain issues are not within the scope of the specific procedures
- insisting on situations being dealt with in ways which are incompatible with either published policies or with good practice
- introducing extensive or incidental information which they expect to be taken into account and commented on
- changing the basis of the complaint as the investigation proceeds
- repeatedly makes or raises the same complaint or concern (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- refusing to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed including referral to the Department for Education

Those who have raised a Formal Complaint (at any stage as outlined in our Complaints Policy) should try to limit their communication with the school that relates to their complaint, while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached.

Action(s) following persistent and/or vexatious communications or unacceptable behaviour

Whenever possible, the Headteacher, Chair of Governors or a member of the Central Senior Leadership Team will discuss informally any concerns with the individual before taking any further actions to cease or prevent future communications.

If the behaviour continues the Chair of Trustees or Chief Executive Officer will write to the individual explaining how and why their behaviour is unreasonable and ask them to change it. For

those who excessively contact LSP Schools, causing a significant level of disruption, we may specify methods of communication and/or limit the number of contacts in a communication plan. This will be reviewed after six months.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from either communicating with, or being present on, Lighthouse Schools Partnership sites.

Related Policies and Procedures

- Parent Code of Conduct
- LSP Home-School Partnership
- LSP Concerns and Complaints Policy and Procedure