

*This document is available in Welsh.*

July 2024



**Monmouthshire Children and Young People  
Directorate  
Policy Guidance to Schools**

**Complaints Procedures, Staff and Parental  
Conduct, and Responses to unacceptable parental  
conduct or complaints that are vexatious.**

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## Introduction and the overall context of Welsh Government guidance on complaint processes for schools.

Monmouthshire County Council endorses the Welsh Government Guidance in relation to complaints and school complaints procedures.

[School complaints procedures: guidance \[HTML\] | GOV.WALES](#)

It is recommended that all school governing bodies adopt the Welsh Government model complaints procedure. [Annex 1: Model policy \[HTML\] | GOV.WALES](#)

The guidance is published under section 10 of the Education Act 1996 and section 29(2) of the Education Act 2002, which requires school governing bodies to have regard to any guidance to establish and publicise procedures to deal with complaints relating to the school or to the provision of facilities or services under section 27 of the same Act.

Governing bodies should consider the model policy carefully and evaluate their current complaints procedures against it.

Governors may seek advice about complaint handling from their local authority governor support officer from the Education Achievement Service (EAS).

This school complaints policy should be applied to any person that engages with the school whether a pupil, parent, carer professional or other connected person.

When a person raises a concern or complaint with a school, a school must investigate it and deal with it in a fair and suitable way.

In a very small number of situations, parents or carers pursue their complaints and concerns in a way that is unreasonable. They may behave unacceptably or act in a way that is unreasonably persistent in their contacts and submission of information. This can impede the effective investigation of their concern or complaints, which can have a significant impact on time, resources and staff well-being in school. This behaviour can occur at the early stages of a concern being raised, whilst a complaint is being investigated, or once the school has concluded the complaint investigation. If the school determine that the complainant is unreasonable in pursuing the complaint (see criteria below), then the school may interrupt the complaints process. In such cases the school needs to be clear that they have done all they can to engage fully and properly with the complainant when seeking to resolve the complaint and have gathered appropriate evidence to demonstrate this.

MCC advises that schools should have a written policy setting out the behaviour expected of parents/visitors, and the procedures to be followed when a school wishes to restrict a parent, carer, or visitors, access to the premises and/or communication with school staff.

A suggested parental conduct policy is included at **Appendix 1**. **Appendix 2** offers a suggested code of parental conduct agreement template which clearly specifies the expected conduct and behaviour of visitors. It is recommended that this policy is considered and approved by the governing body. **Appendix 3** offers a Risk Assessment question prompt to support decision making.

This guidance document outlines options available to Headteachers and governing bodies, including a graduated response for dealing with escalating situations and at template letters in **Appendix 4**, but also recognises the need for more immediate action to be taken in the event of a violent incident.

When the person making the complaint is a pupil, schools should have extra procedures to help them with the complaints process. This policy includes complaints made by people under the age of 18. Advocacy services for children & young people can be provided by NYAS (National Youth Advocacy Service: <https://www.nyas.net/>) Pupils can also contact the Children's Commissioner for Wales. <https://www.childcom-wales.org.uk>

Headteachers and school governors are encouraged to make all staff aware of this guidance and to consider the guidance in relation to their school's social media policy, emergency planning policies and school/parent charters.

Schools can obtain further advice and support to manage these challenging situations by contacting:

- Education Achievement Service (EAS) Governor Support Unit,
- Monmouthshire County Council: Community and Partner Development Manager, Community Safety Lead, Health and Safety Corporate Manager,
- Chief Officer for Children. and Young People,
- Vulnerable Learner Lead (VLL) and
- Lead Officer for Safeguarding in Education (LOSIE)

Head teachers should ensure staff are aware of the Monmouthshire County Council corporate wellbeing offer and of the support available via <https://www.education.support.org.uk>.

## **Definitions and examples to help identify unreasonable and unacceptable behaviour**

### **Definitions**

In this document, the definition in the Education Act 1996 of the word 'parent' is somewhat extended and includes an individual who has care of the child whether or not she/he is the natural parent or has parental responsibility for the child. This includes stepparents. Where an individual does not fall within this broad definition, the principles of this guidance should still be applied, but the wording of the model letters should be amended accordingly.

A complaint is when a person is dissatisfied with:

- the services or facilities provided by the school
- the behaviour or actions of teachers and others working in the school
- the behaviour or actions of pupils
- the behaviour or actions of the governing body.

A complaint is not a concern relating to:

- the curriculum
- sex education
- special educational needs provision
- religious worship
- school admissions or exclusions
- staff grievance, disciplinary and capability concerns
- child protection issues.

These are all covered by separate procedures.

### **Defining and identifying unacceptable or unreasonable behaviour**

'Unreasonable behaviour', may include one or two isolated incidents, as well as 'Unreasonably persistent behaviour', which is usually an accumulation of incidents or behaviour over a longer period.

Unreasonably persistent complainants are those parents or carers who, because of the nature or frequency of their contacts with the school, hinder the school's consideration of their concern or complaint.

- There is a distinction between persistent and *unreasonably* persistent complainants, for example, criticising a complaints procedure when the policy set out is not properly followed, is not unreasonable.
- If the school has clear guidelines for parents on how to feedback concerns to the school, and a robust complaints procedure which is well understood by staff and governors, then responding to expressions of dissatisfaction and requests for information should not cause the school a problem. However, some parents or carers may have justified concerns or complaints but may pursue them in inappropriate ways.
- Others may pursue complaints which appear to have no substance or which have already been investigated and determined. Their communication with the school may be amicable but still place very heavy demands on staff time, or they may be very emotionally charged and distressing for all involved.
- Very occasionally, complainants also act deceitfully by forging documents, making covert recordings of meetings, adopting false identities and so on. Such behaviour is unacceptable and managing it can become a distraction from consideration of the original substance of complaint.

- Situations can escalate, and in a few cases, parents or carers may become abusive, offensive, threatening or otherwise behave unacceptably. Such behaviours may be carried out in person at the school, by telephone, in the community or online.
- In response a school may have to restrict access to its premises or staff, protecting the staff and children from exposure to harassment and harm.
- A single incident may be unacceptable, but more often the difficulty is caused by unreasonably persistent behaviour that is time consuming to manage and interferes with proper consideration of the concern or complaint. For example, unreasonable behaviour, persistence, demands, arguments, and lack of cooperation

### **Examples of unreasonable behaviour in relation, specifically, to complaints**

- Refusing to specify the grounds of a complaint, despite offers of assistance
- Refusing to co-operate with the complaints investigation process
- Refusing to accept that certain issues are not within the scope of a complaints procedure
- Making unjustified complaints about staff and/or governors who are trying to deal with the issues, and forwarding information to others or requesting that someone else deals with the issue
- Changing the basis of the complaint as the investigation proceeds
- Denying or changing statements he or she made at an earlier stage
- Introducing trivial or irrelevant new information at a later stage
- Raising numerous, detailed but unimportant questions; insisting they are all answered
- Sending rude, threatening or confrontational letters/emails or making derogatory comments about the school or its staff or their professional conduct in online forums in a way that damages the school or the professional reputations of its staff.

### **Unreasonable persistence**

- Persisting even though the complaint has been comprehensively addressed.
- Reframing the complaint
- Demanding a review of the complaint
- Making an issue of trivial things, repeatedly, and making unreasonable demands of the school

### **Unreasonable demands**

- Insisting on the complaint being dealt with in ways which are incompatible with
- the school's complaints procedure or with good practice
- Insisting on unattainable outcomes
- Wanting revenge or retribution
- Making demands about the way the complaint should be handled

- Providing an extraordinary degree of irrelevant detail
- Creating complexity where there is none and proposing unreasonable arguments

### **Unreasonable arguments**

- Advancing irrational beliefs (e.g. seeing cause-and-effect links where none exist)
- Advancing and sticking to what is clearly a conspiracy theory unsupported by evidence
- Insisting that a particular solution is the correct one
- Insisting on the importance of an issue that is clearly trivial
- Refusing to co-operate with you

### **Unreasonable lack of co-operation**

- Presenting a large quantity of disorganised information
- Withholding information
- Refusing to define the issues underlying the complaint
- Focusing on principles, rather than issues
- Changing the complaint

### **Considerations prior to acting under the policy**

The decision to designate someone's behaviour as unacceptable, unreasonable, or vexatious, and restrict their access to the school, will or may have serious consequences for the parent/carer and the child, so you should be satisfied that: any formal complaint is being or has been investigated properly and proportionately and that all reasonable implications for the pupil/s have been considered regarding:

- potential safeguarding issues,
- health and safety aspects
- rights, respect and equality aspects
- the voice of the child
- inclusion aspects for pupils whose parents may require restrictions to the usual communications and access for parents/ carers/ any concluding determination is the right one
- communications with the complainant have been adequate, and the complainant is not now providing any significant new information that might affect the school's view on the complaint.

When it is necessary to designate the complainant as behaving unreasonably, some of the following steps may assist.

- Offering the complainant a meeting with the headteacher and the chair of governors to explore scope for a resolution of the complaint and explain why their current behaviour is seen as unreasonable.

- Sharing your policy with the complainant and warning them that restrictive actions may need to be applied if their behaviour continues.

### **Guidance on developing clear parental expectations and managing unreasonable behaviour.**

- Designating a key contact (headteacher, senior member of staff or governor as appropriate) to co-ordinate the school's response(s)
- When complaints about new issues are made, these should be treated on their merits.
- You should consider whether any restrictions previously applied are still appropriate and necessary.

### **The range of options that can be taken to respond to unreasonable or unacceptable behaviour**

#### **Options for action**

Any actions taken should be proportionate to the nature and frequency of the complainant's current contacts. The following options may be suitable, taking the complainant's behaviour and circumstances into account. The objective is to manage the complainant's unreasonable behaviour in such a way that their complaint can be concluded briskly, without further distractions. Options include:

- placing limits on the number and duration of contacts with staff per week or month offering a restricted time slot for necessary calls
- limiting the complainant to one medium of contact (telephone, letter, email etc.)
- requiring the complainant to communicate only with one named member of staff/governor
- requiring any personal contacts to take place in the presence of a witness and in a suitable location
- refusing to register and process further complaints about the same matter where a decision on the complaint has been made, you can inform the complainant that correspondence will be read and placed on file but not acknowledged, unless it contains new information. A designated officer should be identified who will read future correspondence.

#### **Banning a parent or carer**

It is very important to make sure that legitimate business between the banned parent/carers and school can still take place – bans should not disadvantage the child, e.g. safe delivery and collection of children.

Necessary and proper communication channels need to be agreed and shared with the parent/carers and staff. A ban should not deprive a parent/carers of all rights to communicate with the school.



### **Keep detailed records to show if:**

- the decision is taken not to apply the Dealing with Unreasonable Behaviour and Unreasonable or vexatious complaints Policy when a member of staff asks for this to be done, or
- the decision is taken to make an exception to the Dealing with Unreasonable Behaviour and Unreasonable or vexatious complaints Policy once it has been applied
- the decision is taken not to put a further complaint from this complainant through your complaints procedure for any reason, and if the decision is taken not to respond to further correspondence, making sure any further letters, faxes or emails from the complainant are checked for any significant new information.

***Remember - this evidence may be used in Court in the event of a civil or criminal prosecution of the parent/carer, and/or in any appeal brought by the parent/carer to challenge the decision to ban them. All correspondence or records may be subject to Subject Access Requests (SARS).***

### **Reviewing decisions to restrict access**

A ban should be considered to be a cooling off period and should not be disproportionately long (preferably weeks not months).

- When imposing a restriction on access, you should have a specified review date and communicate this to the parent/carer in writing.
- Restrictions should be lifted, and relationships returned to normal unless there are good grounds to extend the restrictions.
- You should inform the complainant of the outcome of your review. If restrictions are to continue, explain your reasons and state when the restrictions will next be reviewed.

***Bans should not be used as a substitute for reporting criminal matters, e.g. assault, criminal damage, public order offences etc. to the police.***

The model policy on parental conduct can apply to parents or any other person that engages with the school, whether the unreasonable behaviour is as a result of an ongoing concern or complaint which they have about the school or not.

## **Record Keeping and Retention**

### **Retention Guidelines**

Schools should keep a record of every complaint, their investigation and how the problem was resolved for seven years. The outcome of complaints should be reported to the governing body each term.

- If the complaint involves negligence, school should keep a record of the complaint, their investigation and how the problem was resolved for 16 years.
- If the complaint involves child protection or safeguarding issues, school should keep a record of the complaint, their investigation and how the problem was resolved for 40 years.

## The staged complaints process

### **The Complaints Process**

The school complaints process should have three stages:

Stage A - Informal

Stage B - Formal Complaint to Headteacher

Stage C - Formal Complaint to Governing Body

### **Stages A and B**

Complainants should normally start at stage A –most concerns or complaints will be resolved in this informal way. More serious complaints may go straight to stages B or C.

Pupil complaints that impact upon many pupils may be encouraged to take their concerns to the school council so that any resolution would then benefit everyone. The Local Authority has no role in determining the outcome of a complaint but is available to guide the Governing Body on following the correct procedures.

If the complaint is against the Headteacher, and he/she cannot resolve it at stage A, the Chair of the Governing Body will investigate it at Stage B. If the complaint is not resolved here, Stage C will be implemented, as described below, where a committee of three governors will consider the complaint.

### **Stage C - Formal Complaint to Governing Body**

It is rare that a complaint will progress to this stage. However, if Stage A and Stage B processes fail to resolve the complaint or the complainant feels that the complaint has not been dealt with fairly, they can make a formal complaint to the Governing Body. Persons should only complain directly to the Governing Body when there are special reasons for not using stages A and B, such as a serious complaint against the headteacher.

If the Chair of Governors receives a complaint that could have been dealt with at stages A and B, and these have not been used, he or she may refer the complaint back to the headteacher for investigation.

The Chair will pass the complaint to the Governing Body Complaints Committee. The Complaints Committee will normally have a meeting with the complainant within 15

school days of receipt of the letter. Everyone involved will see the evidence and documentation before the meeting, while ensuring that people's rights to privacy of information are protected.

The Committee will have at least three members. The Governing Body may decide that one of the people appointed to this committee is an independent person instead of a governor, but the majority of committee members will always be governors. The Complaints Committee will consider all the evidence before reaching a decision. They may ask for advice from the Local Authority - Monmouthshire County Council. The school will keep a record of the complaint, including any evidence presented and minutes of any meetings or discussions, for seven years, unless the complaint involves negligence or child protection and safeguarding issues; in these cases, the record of the complaint, including any evidence presented and minutes of any meetings or discussions will be kept for a longer period of time.

### **Local Authority input**

#### **Request for Local Authority Review by the Chief officer For Children and Young People.**

Once a decision at the end of stage C has been given the complaints process will end. There is no appeals process. If the parents are dissatisfied with the procedures used by the Governing Body to deal with the complaint, you can ask the Local Authority to review the Governing Body's actions. The request must be in writing to the Chief Officer for Children and Young People. The parent would be expected to do this within five school days of receiving the school's response to stage C.

The Local Authority will investigate the complaint or arrange for investigation by a third party. If the Local Authority concludes that the Governing Body has not followed its procedure, or has acted unreasonably, or has failed to carry out its statutory duty to deal with the complaint, then the Local Authority can direct the Governing Body to reconsider the complaint or to change its process to ensure future complaints are dealt with correctly. The Local Authority cannot, however, overturn any Governing Body decision in respect of the complaint.

The Local Authority will be the owner of the investigation report and related documents. Only the findings of the report will be made available to those involved in the investigation. If requested under the Freedom of Information Act 2000 and/or a subject access request (SAR), the report will be redacted according to the Data Protection Act 2018 prior to release.

#### **Local Authority officers and the role of the Local Authority**

Monmouthshire County Council has its own published complaints policy and procedures in relation to their officers. However, complaints relating to schools made

directly to the county council will be referred to the school to deal with unless a special circumstance applies.

## **Special circumstances and exceptional arrangements**

### **Special Circumstances**

Where a complaint is made about any of the following, the complaints procedure will be applied differently.

- Complaints about the headteacher
- Complaints about the chair
- Complaints about the chair of governors and the headteacher
- Complaints about the chair of governors and vice-chair of governors
- Complaints about a governor or group of governors
- Complaints against the whole governing body
- Complaints about members of school staff, including any designated complaints officer
- Anonymous complaints
- Complaints that overlap with other functions of the Local Authority, e.g. social care

### **Complaints about the headteacher**

The complaint will be given to the chair of governors, who may delegate it to another governor who will investigate it. It is important to first establish whether the complaint should be dealt with under a procedure for staff capability, staff grievance, staff disciplinary or child protection. If it does, then those procedures take precedence. If not, the complaint should proceed under Stage B of the school's complaints procedure. If you are not satisfied with the outcome at Stage B, you may take your complaint to Stage C. Any governor involved at Stage B will not be a committee member at Stage C.

### **Complaints about the chair**

The vice-chair of governors will be informed and will investigate the complaint or may delegate it to another governor. Stage B onwards of the complaints procedure will apply. Depending on the nature of the complaint the vice-chair should inform the Local Authority (and if appropriate the diocesan authority) that a complaint has been made and what action will be taken by whom. If the complaint is upheld then the complaints committee should consider whether it needs to recommend to the full governing body that the chair should be removed and another governor appointed to that role.

### **Complaints about the chair of governors and the headteacher**

The vice-chair of governors will be informed and will investigate the complaint or may delegate it to another governor. Stage B onwards of the complaints procedure will apply. Depending on the nature of the complaint the vice-chair should inform the Local Authority (and if appropriate the diocesan authority) that a complaint has been made and what action will be taken by whom. If the complaint is upheld then the complaints committee should consider whether it needs to recommend to the full governing body that the chair should be removed and another governor appointed to that role. Who can have access to the investigation report: the Complaints Committee may require the investigation report in order to make an informed decision. The Local Authority may also require a copy of the report in order to provide appropriate advice.

### **Complaints about the chair of governors and vice-chair of governors**

The complaint will be referred to the Clerk to the Governing Body who will inform the Chair of the Complaints Committee. Stage C of the complaints procedure will then apply. If the chair of the complaints committee is the chair or vice chair of governors, then the complaint should be referred to another member of the complaints committee and another governor must take the place of the chair and/or vice chair on the complaints committee.

### **Complaints about a governor or group of governors**

The complaint will be referred to the chair of governors for investigation. The chair may alternatively delegate the matter to another governor for investigation. Stage B onwards of the complaints procedure will apply. If the chair and vice chair are part of the group of governors, the complaint should be referred to the clerk of the governing body who should proceed as described previously for complaints about the chair and vice chair of governors. If so many governors are the subject of a complaint that too few remain to make up a complaints committee, or to provide a quorum for any subsequent decisions that the whole governing body might need to take, then the 'whole governing body' procedure described below should be used.

If the complaint is upheld the complaints committee should consider whether to recommend to the governing body that some or all of the governors subject to the complaint should resign or be removed from the governing body. Care should be taken to ensure that no governors implicated in the complaint take part in investigating it, are members of the complaints committee or take part in any governing body discussion and decisions about governors resigning or being removed.

### **Complaints against the whole governing body**

The complaint will be referred to the Clerk to the Governing Body who will inform the Headteacher, Chair of Governors and Local Authority.

### **Appointment of an independent investigator / independent committee**

The local and/or diocesan authorities will agree arrangements with the governing body for independent investigation of the complaint. The local authority will investigate the complaint or arrange for investigation by a third party. Investigation will not be undertaken by the Clerk to the Governing Body or school staff. If investigation suggests that there are grounds for the complaints, the local authority will arrange for the complaint to be heard by a committee of independent persons set up specifically for that purpose. The independent committee will act as a complaints committee would act at Stage C of the complaints procedure. The local authority will be the owner of the investigation report and related documents. These will only be made available to those attending the independent complaints committee hearing. If requested under the Freedom of Information Act 2000 and/or a subject access request (SAR), the report will be redacted according to the Data Protection Act 2018 prior to release. If the governing body does not cooperate with the local authority or a committee established by the local authority to consider the complaint or acts against or fails to act on reasonable advice, then the local authority will be justified in considering using its powers of intervention. If a complaint provides evidence that a governing body is performing poorly, is acting unreasonably, or is in breach of the law, then the local authority may use its powers of intervention.

### **Complaints about members of school staff, including any designated complaints officer**

A complaint about a member of staff will be passed to the headteacher. The headteacher may decide to delegate investigation to another senior member of staff under Stage A of the complaints procedure, or to investigate it themselves under Stage B. If you are not happy with the outcome you may proceed through the complaints procedure until Stage C is completed. Care should be taken that if there are matters of a staff disciplinary or capability nature that procedures for those are followed and take precedence.

### **Anonymous complaints**

Anonymous complaints will be recorded and investigated where possible and appropriate, but especially if there is a suggestion of criminal conduct or concerns about child safeguarding, in which case the local authority/police, as appropriate, will be informed. Consideration will be given to whether the complainant could be afraid of being identified; this may be particularly pertinent in the case of complaints made by pupils who may fear being labelled troublemakers. Where appropriate, anonymous complaints may be considered under another suitable policy, such as Whistleblowing.

### **Complaints that overlap with other functions of the Local Authority, e.g. social care**

The Local Authority will notify the school(s) in question without delay that a joint complaint has been received. A discussion will be held at the outset with the school for a decision to be made about who is the most appropriate body to consider the complaint; the Local Authority should duly notify the complainant of the decision. In

the event the complaint is multifaceted, and a decision is made that the complaint needs to be considered by both bodies, the complainant should be:

- clearly informed as to which body is responsible for the investigation of each aspect of the complaint.
- provided with copies of each of the bodies complaints policies and their attention drawn to the timeframe for each of the investigation processes.
- provided with the contact details of the relevant liaison officer within the Local Authority and the school for the purposes of the impending investigation.

### Withdrawal of complaints

#### **Complaints that are withdrawn.**

A complainant may withdraw a complaint at any time. A record of the complaint will be kept, and a letter sent to the complainant stating that because the complaint is withdrawn the complaints procedure will not be used. These actions are taken to have a record and also to manage vexatious complainants.

### Conduct of staff and employees of Monmouthshire County Council

#### **Conduct in schools – Staff and Employees of Monmouthshire County Council.**

The public is entitled to expect the highest standards of conduct from all employees who work for local government. Council employees including those employed in schools are bound by the Local Authority Code of Conduct based on the recommendations of the Committee on the Standards of Conduct in Public Life.

The principles detailed below are the basic ones governing all council employees. The Code does provide clear and helpful advice, but all employees must comply with the Code and should be read in conjunction with; The Council's Whistle Blowing policy, the Dignity at Work policy and the social media Policy. This Code incorporates "The Seven Principles of Public Life"

- Selflessness - Employees shouldn't take decisions which will result in any financial or other benefit to themselves, their family, or their friends. Decisions should be based solely on the Council's best interests.
- Integrity - Employees shouldn't place themselves under any financial or other obligation to an individual or an organisation which might influence them in their work with the Council.
- Objectivity - Any decisions that employees take in the course of their work, including making appointments, awarding contracts, or recommending individuals for rewards or benefits must be based solely on merit.
- Accountability - Employees are accountable to the council as their employer. The council, in turn, is accountable to the public.
- Openness - Employees should be as open as possible in all the decisions and actions that they take. They should give reasons for their decisions and

shouldn't restrict information unless this is clearly required by council policy or by the law.

- Honesty - Employees have a duty to declare any private interests, which might affect their work with the council.
- Leadership - Employees in a leadership or managerial position should promote and support these principles by their leadership and example.
- Standards - The aim of this code is to apply standards for all Monmouthshire County Council employees on the understanding that the citizens of Monmouthshire are entitled to expect the highest standards of conduct and where it is part of their duties, to provide appropriate advice to Councillors and fellow employees with impartiality. Council.

### **Social Media Policy**

All Local Authority employees are bound by the social media policy which states: It is an employee's own personal choice whether or not they participate in any kind of social media activity in their own time – the views and opinions that you express are their own. However, as a council employee you should be aware that any information which you post about Monmouthshire County Council cannot be kept entirely separate from your working life. The council would expect staff to make a distinction between their own views and those where they represent their employer. It may be appropriate to add a disclaimer to your personal blog or social media profile to make it clear that your personal accounts are your own – for example: "These views are my own not my employers".

### **The Education Workforce Council's Code of Professional Conduct and Practice**

Many school employees are also required to be registered with the Education Workforce Council and this creates additional professional conduct obligations upon school professionals.

The Education Workforce Council's Code of Professional Conduct and Practice ('the Code') sets out the standards expected of those education staff who are required to be registered with the Education Workforce Council (EWC) and is intended to support and guide their behaviours and judgements as professionals working in education and training roles in Wales.

All registered school staff should adhere to the professional code of conduct [Code of Professional Conduct and Practice \(ewc.wales\)](http://ewc.wales) Failure by a registrant to adhere to the Code may call their registration with the EWC into question. The EWC has legal powers to investigate and hear cases of alleged unacceptable professional conduct, serious professional incompetence, and criminal offences involving registrants.

### **The five key principles of the EWC Code of Conduct.**

Registrants, including those registered on a provisional basis, commit to upholding the key principles of: Personal and Professional Responsibility, Professional



Integrity, Collaborative Working, Professional Knowledge and Understanding, and Professional Learning.

Extracts from the code include the requirements to:

- recognise their personal responsibility as a role model and public figure, to uphold public trust and confidence in the education professions, both in and out of the workplace
- conduct relationships with learners and young people professionally by using all forms of communication appropriately and responsibly, particularly social media
- behave honestly, and with integrity, particularly with regard to their conduct, both in and out of the workplace
- adhere to lawful standards of behaviour, in a manner in keeping with their position as a member of the education profession
- aim to develop and maintain professional working relationships with parents, guardians, carers, and other stakeholders
- communicate appropriately and effectively with all involved in the education of learners and young people

### Conduct of parents and carers

#### **Conduct of parents and carers of pupils.**

Monmouthshire County Council values the professionals in its schools and recognises their commitment to providing education to the learners of our county. On occasions where parents or carers express their dissatisfaction with a member of staff or the provision of support in a school then the rights of individuals to complain are clear, however the rights of staff to equally fair treatment are also implied.

The complaints procedure does not provide a means of placing one person's rights above those of another. Complaints about staff have a direct effect upon the individual and may lead to feelings of anxiety and insecurity or fear of reprisals. These feelings can result in staff becoming stressed, demotivated or even ill. It is important that staff feel supported and recognise that in most cases complaints will focus on the department or services and not the individual, who was acting on behalf of the department. The investigation at any stage of a complaint will focus on the quality or nature of the service provided or whether or not the Council's appropriate procedures have been followed. The complaints procedure is not a disciplinary procedure. It is there to try and solve problems and improve the quality of support to pupils. It is not there to blame or victimise staff.

In times of trouble or distress, some people may act out of character. There may have been upsetting or distressing circumstances leading up to a concern or a complaint. Neither schools nor the Local Authority should view behaviour as unacceptable just because someone is forceful or determined. All complainants have

the right to be heard, understood and respected. However, complainants are expected to be polite and courteous in their dealings with us. Schools and the Local Authority will not tolerate aggressive or abusive behaviour, unreasonable demands or unreasonable persistence by complainants.

People working in and for schools have a right to work in a safe environment that does not put them at risk either physically or in terms of their mental health and wellbeing.

### **Unacceptable behaviour by parent/carers**

Unacceptable behaviour is aggressive, abusive, or insulting behaviour or language from a parent or visitor that makes a member of staff or pupil feel threatened or is untrue and harmful to the staff or officer or school's reputation. This behaviour may be unrelated to any formal complaints. **Appendix 4** Risk Assessment - key considerations to support decision making.

Whether linked to the complaints process or not, such behaviour or language from a parent or visitor can present a real risk to staff or pupils, either physically or in terms of their wellbeing. Such behaviour might be demonstrated through face-to-face contact, on the telephone, during virtual meetings or in written communication (including social media).

Such behaviour may constitute a criminal offence and the school should report such offences to the Police as required and, in some situations, may be obliged to report under the Wales Safeguarding Procedures either for concern for children or because there are vulnerable adult concerns.

### **Unacceptable conduct Online and on social media**

In regard to unacceptable online behaviours, parents may not always realise when they have used social networking sites inappropriately. Therefore, as a first step, the school should usually discuss the matter with the parent to try and resolve the matter and to ask that the relevant information be removed from the social networking site in question. If the parent refuses to do this and continues to use social networking sites in a manner the school considers inappropriate the school may take further action. This may include civil legal remedies such as for defamation, slander, or libel by either the school, the Local Authority or individual staff or officers. Where it appears a crime has been, or may be, committed then the school or individual school staff or officers may request police involvement.

### **Abuse/Bullying Using Cyber Technology**

Staff in schools may become targets of cyber abuse/bullying and, like other forms of bullying, it can have a significant impact on their health, and self-confidence. Protecting staff from abuse is best done within a prevention framework, including whole school policies and appropriate practices.

Cyber abuse/bullying may consist of threats, harassment, embarrassment, humiliation, defamation, or impersonation. It may take the form of general insults, or prejudice-based abuse, e.g., homophobic, sexist, racist or other forms of discrimination. It may also involve email, virtual learning environments, chat rooms, websites, social networking sites, mobile and fixed-point phones, digital cameras, games, and virtual world sites.

Abuse using cyber technology can occur at any time and incidents can intrude into the victim's private life. The audience for such messages can be very large and can be reached rapidly. The content of electronically forwarded messages is hard to control and the worry of content resurfacing can make it difficult for the victim to move on.

The Local Authority endorses the decision of any school to operate a zero-tolerance policy towards direct or indirect harassment or assault against any member of staff, volunteers and governors. This includes the use of social media and other forms of electronic communications to facilitate the act.

**Cyberbullying and the law** While there is not a specific criminal offence called cyberbullying, activities can be criminal offences under a range of different laws, including:

- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988 Section 1
- Communications Act 2003 Section 127
- Public Order Act 1986 Sections 4 & 5

### **Remedies where there is aggression, violence or threats of aggression or violence by parents**

#### **Aggression, violence or threats of aggression or violence by parents/ carers - bans / the withdrawal of the implied licence to enter school grounds.**

In response to any serious incident of aggression or violence, schools should immediately inform the police and communicate their actions in writing. This may include barring an individual from the school.

Schools are not public places and although parents and carers have rights to attend and enter school premises for legitimate proper purposes. Section 547 of The Education Act of 1996 states that it is an offence for a trespasser on school premises

to cause a nuisance or disturbance. The school is entitled to withdraw the implied right a parent or carer has to enter the school and effectively ban them from the school site, if that parent or carer is violent or aggressive. If the parent or carer then enters the premises, they are in breach of the law, and they can be prosecuted in the criminal courts. To have committed a criminal offence, an abusive individual must have been barred from the premises or have exceeded their 'implied licence', then also have caused a nuisance or disturbance.

If a school has reasonable grounds to suspect that someone has committed an offence, then they can be removed from the school by a police officer, or a person authorised by the appropriate authority such as the:

- governing board
- local authority
- proprietor of that school

These powers apply to all those that engage with the school and not just to parents. It applies to all forms of communication whether online or otherwise.

Schools should inform parent/ carers of their expectations of conduct by way of a parental code of conduct which should be shared on school web sites and to all parent carers at the time of school admission. A suggested template policy is at **Appendix 1** Parental conduct policy.

In most cases a staged approach to such concerns may be considered however in some situations then an immediate interim ban may be needed to protect the school community. **Appendix 4** Risk Assessment - key considerations to support decision making.

### **Other legal measures and remedies**

The school and the local authority may also take injunctive or civil defamation action to protect staff and to protect the reputation of staff and officers where there is slanderous or libellous communication that affects their reputational rights.

### **Unacceptable behaviour or vexatious conduct in the context of the complaints process.**

Unreasonable, unacceptable, or vexatious behaviour in connection with formal complaints is that which hinders the school or Local Authority consideration of complaints, or their ability to communicate with an individual effectively, because of the frequency or nature of the complainant's/individual's contact with the school or the Local Authority, such as, if the complainant or individual:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to co-operate with the complaints investigation process

- refuses to accept that certain issues are not within the scope of the complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which they expect 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
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- changes the basis of the complaint as the investigation proceeds
- repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented.
- seeks an unrealistic outcome
- makes excessive demands on school time by frequent, lengthy, and complicated contact with staff in person, in writing, by email and/or by telephone
- uses threats to intimidate
- uses abusive, offensive, or discriminatory language or violence
- knowingly provides falsified information
- publishes unacceptable information on social media or other public forums
- unreasonably maligns a person's professional reputation and makes allegations or assertions either face to face, online or in any form of communication which are untrue or without evidential basis.

Whenever possible, the headteacher or chair of the governing board should discuss any concerns with the complainant informally before applying an "unreasonable" or "vexatious" marking.

If the behaviour continues, the headteacher should write to the complainant explaining that their behaviour is deemed unreasonable and why and ask them to change it. For complainants who excessively contact the school causing a significant level of disruption, they may specify methods of communication and limit the number of contacts in a communication plan. This should be reviewed after six months.

### **Alignment with Monmouthshire County Council Complaint processes and Unacceptable actions by Complainants policy.**

Where the Local Authority has become involved in a complaint due to one of the special circumstances outlined above then both the school complaints and unreasonable conduct policies and those of the Local Authority may both be applicable. <https://www.monmouthshire.gov.uk/app/uploads/2020/09/Whole-Authority-Complaints-and-Compliments-Policy-April-2020.pdf>

and

<https://www.monmouthshire.gov.uk/app/uploads/2023/01/Whole-Authority-Unacceptable-Actions-by-Complainants-Policy-April-2020-English.pdf>

The complainant should be advised which process is being used, and if there is any cross over, when and how this will occur and why.

### **Health and Safety at Work – Lone working**

It is the duty of every employer to ensure, so far as reasonably practicable, the health, safety, and welfare at work of all employees. Incidents that are related to employment, even those taking place outside the hours or place of work may fall under the responsibility of the employer. Schools should ensure that all staff have suitable training for their role. **Appendix 5** may support staff who make phone calls in their role. Health and Safety obligations of employers includes training for staff who may need to make unaccompanied home visits and schools should have systems in place for ensuring that any known risk or hazards are suitably recorded and shared when needed to support safeguarding and safer working practices across the Local Authority.

## Appendix 1 – Suggested template for school policy on the code of conduct of parents and carers of pupils

At ..... School we recognise that parents and carers are the single biggest influence on their children and their achievements. Therefore, we are committed to building positive and responsive relationships with parents and carers so that together we can ensure that our young people get the most out of their time with us. On very rare occasions the behaviour of a very small number of parents and carers falls short of what we expect on behalf of the pupils, staff and whole school community. Unfortunately, this sometimes manifests itself in aggression or abuse towards members of the school community. This can be in written communication to or about the school (including on social media), on the telephone or in face-to-face incidents. In these situations, we expect members of staff to behave professionally, attempting to defuse the situation where possible and seeking the involvement as appropriate of other colleagues.

Staff who face these situations have licence to end any conversation (face to face or on the telephone). They will then refer the incident to a member of the Senior Leadership Team or the Head teacher who will take appropriate action or invoke the provisions of this policy.

The overriding principle is that all members of the school community have the right to work or be in school without fear of aggression or abuse from parents and carers. The Governors and school have a requirement to protect staff and pupils from such aggression.

On occasions where parents or carers express their dissatisfaction with a member of staff or the provision of support in a school then the rights of individuals to complain are clear, however the rights of staff to equally fair treatment are also implied.

<School Name> is committed to dealing with all complaints fairly and impartially, and to providing a high-quality service to those who complain.

We will not normally limit the contact complainants have with our school. 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 or which unreasonably maligns their professional reputation.

The complaints procedure at [Website link](#) does not provide a means of placing one person's rights above those of another. Complaints about staff have a direct effect upon the individual and may lead to feelings of anxiety and insecurity or fear of reprisals. These feelings can result in staff becoming stressed, demotivated or even ill. It is important that staff feel supported and recognise that in most cases

complaints will focus on the department or services and not the individual, who was acting on behalf of the department. The investigation at any stage of a complaint will focus on the quality or nature of the service provided or whether or not the Council's appropriate procedures have been followed. The complaints procedure is not a disciplinary procedure. It is there to try and solve problems and improve the quality of support to pupils. It is not there to blame or victimise staff.

We encourage partnerships with our parents and carers and work hard to maintain mutual respect and recognition of shared responsibility for the children. However, in a very small minority of cases, the behaviour of a few parents, carers or other connected persons can cause disruption or impair the running of the school.

In times of trouble or distress, some people may act out of character. There may have been upsetting or distressing circumstances leading up to a concern or a complaint. Neither school staff nor governors nor the Local Authority will view behaviour as unacceptable just because someone is forceful or determined. All complainants have the right to be heard, understood, and respected. However, complainants are expected to be polite and courteous in their dealings with the school and governors. Aggressive or abusive behaviour, unreasonable demands or unreasonable persistence by complainants will not be tolerated.

People working in and for schools have a right to work in a safe environment that does not put them at risk either physically or in terms of their mental health and wellbeing. All members of the school community have a right to protect their professional reputation.

### **Definition of unacceptable behaviour**

Unacceptable behaviour is aggressive, abusive, or insulting behaviour or language from a parent or visitor that makes a member of staff or pupil feel threatened or is untrue and harmful to the staff or officer or school's reputation.

We consider that such behaviour or language from a parent or visitor presents a real risk to staff or pupils. Such behaviour can be demonstrated through face-to-face contact, on the telephone, during virtual meetings or in written communication (including social media). The following is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Disruptive behaviour which interferes or threatens to interfere with any of the school's normal operation or activities anywhere on the school premises.
- Any inappropriate behaviour on the school premises.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, fellow parent, carer, or pupil.
- Damaging or destroying school property.



- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including on social media) to anyone within the school community.
- Defamatory, offensive, or derogatory comments regarding the school or any of the pupils/parents/staff/governors at the school on social media or other sites
- The use of physical, verbal or written aggression towards another adult or pupil. This includes physical punishment of your own child on school premises.

Such behaviour may constitute a criminal offence and the school will report such offences to the Police as required and in some situations may be obliged to report under the Wales Safeguarding Procedures.

The school will always try to deal with concerns raised by parents in a professional and appropriate manner and understands that parents may not always realise when they have used social networking sites inappropriately. Therefore, as a first step, the school will usually discuss the matter with the parent to try and resolve the matter and to ask that the relevant information be removed from the social networking site in question. If the parent refuses to do this and continues to use social networking sites in a manner the school considers inappropriate the school may take further action in accordance with the provisions of this policy. This may include civil legal remedies for defamation slander and libel by either the school, the Local Authority or individual staff or officers. Where it appears a crime has been, or may be, committed then the school or individual school staff or officers may request police involvement.

## **Unacceptable, unreasonable or vexatious conduct and the complaints procedures**

<School Name> defines unreasonable or vexatious behaviour in connection with formal complaints as that which hinders our consideration of complaints, or ability to communicate with an individual effectively, because of the frequency or nature of the complainant's/individual's contact with the school, such as, if the complainant or individual:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to co-operate with the complaints investigation process
- refuses to accept that certain issues are not within the scope of the complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- introduces trivial or irrelevant information which they expect 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
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- changes the basis of the complaint as the investigation proceeds
- repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- refuses 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
- seeks an unrealistic outcome
- makes excessive demands on school time by frequent, lengthy and complicated contact with staff in person, in writing, by email and/or by telephone
- uses threats to intimidate
- uses abusive, offensive, or discriminatory language or violence
- knowingly provides falsified information
- publishes unacceptable information on social media or other public forums
- unreasonably maligns a person's professional reputation and makes allegations or assertions either face to face, online or in any form of communication which are untrue or without evidential basis.

Complainants 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.

Whenever possible, the headteacher or chair of the governing board will discuss any concerns with the complainant informally before applying an 'unreasonable' marking.

If the behaviour continues, the headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact <School Name> causing a significant level of disruption, we may specify methods of communication and 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 <School Name>. Schools are not public places and although parents and carers have rights to attend and enter school premises for legitimate proper purposes, The Education Act of 1996 states that it is an offence for a trespasser on school premises to cause a nuisance or disturbance. The school is entitled to withdraw the implied right a parent or carer has to enter the school if that parent or carer is violent or aggressive. If the parent or carer then enters the premises, they are in breach of the law, and they can be prosecuted in the criminal courts.

This policy applies to all those that engage with the school and not just to parents. It applies to all forms of communication whether online or otherwise the school and /or the Local authority may also take rely upon other legal remedies including injunctive action to protect staff or civil defamation actions to protect the reputation of staff and officers where there is slanderous or libellous communication that affects their reputational rights.

**Behaviours which can lead to a ban include but are not limited to:**

1. Physical or verbal threats towards staff, pupils, or other parents
2. actual violence,
3. damage to property
4. refusal to leave when asked
5. disruption of the running of the school
6. general abusiveness

Sometimes a staged approach supported by formal written notification will be appropriate but in each case the headteacher will decide whether the situation has reached the threshold for needing an actual ban. In extreme circumstances, i.e. if the incident is considered to be very serious, then s/he can issue a short-term temporary ban immediately, if required in order to protect the school community.

If the issue presents a less immediate threat then the headteacher will consider issuing a warning letter which says that repeats of such behaviour will likely result in a ban. Events may occur in a number of stages, and it may be that upon consideration by the headteacher that a warning letter needs to be issued.

The school will write to the parent/carer or individual setting out:

- what has happened and why it is unacceptable

- that the school will consider banning the parent/carer from the school premises
- give a clear explanation of why the ban is proposed
- give the parent/carer 5 working days to respond in writing giving their own version of events
- state the length of the proposed ban and give a review date.

Following receipt of the written response:

- The headteacher will decide whether to ban the parent/carer
- The parent/carer will be informed in writing within 3 days of the decision taken
- The terms of any ban will be clear, with explicit paths of communication between the school and the parent
- Pick up and drop off for children will be taken into consideration
- A date for the review will be given, which will take account of what has happened in the interim period
- If no further concerns have arisen regarding the parent's behaviour, a meeting date will be set which will seek to re-establish a productive working relationship between the school and the parent/carer

If a parent/carer wishes to appeal against a ban, they may do so in writing (following the complaints procedure). The first stage of this appeal will be undertaken by an appointed governor who would invite the headteacher to review the matter with a view to lifting the ban. If the outcome to this stage is that the ban is still in place, then the parent may appeal further to a panel of governors according to the usual complaints process.

In some cases, the unacceptable behaviour is so extreme (for example, an assault on a member of staff) that the headteacher may feel that there is no alternative but to impose a lengthy or permanent ban. In criminal cases the headteacher should inform the police and should contact their legal advisors and the Local Authority. Consideration will also be made as to whether there is a duty to report that arises for any vulnerable adults or children who may be affected by the behaviours under the Wales Safeguarding Procedures. [Safeguarding Wales](#)

### **Ensuring the needs of learners are supported where a ban has been imposed**

When seeking a resolution to this type of issue, the progress and well-being of the parent's child(ren) will be fully considered. Actions put in place will be reasonable and proportionate. The parent and carer will have the opportunity to put their views forward at every stage. In the case of the imposition of conditions or a ban from school, robust review processes involving the Governors are in place to ensure fairness.

The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expectations around the conduct of all parents and visitors

connected to our school. We understand that everyday frustrations can cause misunderstandings and have a negative impact on our relationships.

Establishing where this happens, that we remain committed to resolving difficulties in a constructive manner through open positive dialogue is essential. In this way we can continue to flourish and progress to achieve, in an atmosphere of mutual understanding.

### **Behaviour of Staff and professionals**

Our school has a separate code of conduct for all our employees and this parent/ carer code is aimed at the wider school community so that all can see and understand the expectations on the behaviour of all those connected with the school. The policy aims to clarify the types of behaviour that will not be tolerated and seeks parental engagement with these expectations. The policy also sets out the actions the school can take should this code be ignored or where breaches occur.

Council employees including those employed in schools are bound by the Local Authority Code of Conduct based on the recommendations of the Committee on the Standards of Conduct in Public Life.

Many school employees are also required to be registered with the Education Workforce Council (EWC) and this creates additional professional conduct obligations upon school professionals.

The EWC's Code of Professional Conduct and Practice ('the Code') sets out the standards expected of those education staff who are required to be registered with the EWC and is intended to support and guide their behaviours and judgements as professionals working in education and training roles in Wales.

All registered school staff should adhere to the professional code of conduct [Code of Professional Conduct and Practice \(ewc.wales\)](http://ewc.wales). Failure by a registrant to adhere to the Code may call their registration with the EWC into question. The EWC has legal powers to investigate and hear cases of alleged unacceptable professional conduct, serious professional incompetence, and criminal offences involving registrants.

### **The school's approach to dealing with incidents where a ban may be needed or where the behaviour may be deemed unacceptable, unreasonable or vexatious.**

If a parent/carers/visitor behaves in an unacceptable way that is harmful to the school reputation or towards a member of the school community, the Headteacher or appropriate senior leader will assess the level of risk before deciding on a future course of action. The course of action will be reasonable and commensurate with the assessed level of risk.

*These measures may be considered necessary regardless of whether the formal complaint process has been initiated or is in process.*

## **Recording of Incidents**

Staff and pupils subject to abuse and witnesses will make written statements about incident(s) which will be kept in a file with subsequent letters. This file will be kept by the office staff. Depending on an assessment of the risk of retaliation to witnesses or individuals, statements made by adults may be made available to the parent if they request it. This also applies to CCTV where available. Information may be redacted and will only be shared in some cases after legal authorisation to do so.

## **The school's response**

Following the completion of the risk assessment, the Headteacher will decide the level of action to be taken.

Actions may include the following:

1. Clarify to the parent what is considered acceptable behaviour by the school  
In some instances, it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the school. This could be explained by letter from the school. This letter may contain a warning about further action if there are further incidents. The parent/carer will be invited to speak or write to the Headteacher with his/her version of events within 10 working days. Depending on the parent's response a meeting may then be held to discuss the situation, seek a resolution and to agree how similar problems can be avoided in future.
2. Invite the parent to an informal meeting to discuss events This could be helpful to discuss and diffuse the situation. The safety and well-being of those attending such a meeting must be carefully considered. Members of school staff will always be accompanied by at least one other colleague at any such meeting. Consideration will be given to the seating arrangements, and care taken to ensure exits are unblocked to ensure those who wish to or need to leave for any reason are able to do so at all times.
3. The main points of discussion and any agreed actions will be noted, and a follow-up letter or e-mail sent to confirm the school's expectations and any agreed actions.
4. Consider if it is necessary to impose conditions on the parent's contact with the school and its staff.

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Parents and carers of enrolled pupils have an 'implied licence' to come onto school premises at certain stated times. It is for schools to define and set out the extent of such access. Depending on the type, level or frequency of the unacceptable behaviour, the school may consider imposing conditions on the parent's contact with the school. These conditions may include (but are not exclusively):

- Being accompanied to any meeting with a member of school staff by a member of SLT
- Restricting contact by telephone to named members of the senior leadership team

- Restricting written communications to named members of the senior leadership team
- Restricting attendance at school events to those where the parent will be accompanied by a member of the senior leadership of the school
- Any other restriction as deemed reasonable and proportionate by the Headteacher.

In this case the parent will be informed by letter from the Headteacher the details of the conditions that are being imposed. The parent would then be given 10 working days from the date of that letter to make representations in writing or in person about the conditions to the Chair of the Governing Body. The Chair of Governing Body will, with support of a panel, then decide whether to confirm or remove the conditions. This would be communicated to the parent in writing within 10 working days of the date of the parent's/carer's letter.

If the decision is to confirm the conditions imposed, this decision will be reviewed by the school after approximately six months (and every six months after that, if appropriate). The parent will be invited to make written representation to the Governing Body. This and the evidence from the Headteacher will be considered at a meeting of the full Governing Body. Governors may decide to maintain, extend, or remove the conditions. The decision of the review will be communicated to the parent by the clerk to the Governors within 10 days of the date of the meeting. When deciding whether it will be necessary to maintain, extend or remove the conditions, Governors will consider the extent of the parent's compliance with the conditions, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parent's cooperation with the school in other respects.

### **Imposing a ban**

Where other procedures have been exhausted and aggression, problematic behaviour or intimidation continues **or** where there is an ongoing or immediate need to impose a ban for reasons of health and safety such as where there has been an act of violence then the school may consider banning the individual from school premises. This will include banning a parent from accessing school staff by written communication or telephone. Measures to ensure any pupil impacted by a parental ban is able to attend school fully and with suitable emergency contact measures in place will be considered and detailed.

In these circumstances, the individual would be advised in writing by the Headteacher that a provisional ban is being imposed. The parent would then be given 10 working days from the date of that letter to make representations about the ban in writing to the Chair of Governors.

The Chair of Governors would then decide, with a panel, whether to confirm or remove the ban. This would be communicated to the parent in writing within 10 working days of the receipt of their letter.

If the decision is to confirm the ban, parents in these circumstances will be offered an annual meeting about their child's progress, usually with a member of senior staff.

A decision to impose a ban will be reviewed by the Governing Body after approximately six months (and every six months after that, if appropriate). The parent/carer will be invited to make written representation to the Governors; this and the evidence from the Headteacher will be considered at a meeting of the full Governing Body meeting. Governors may decide to remove the ban, extend the ban or impose conditions on parent's/carer's access to the school. The decision of the review will be communicated to the parent/carer by the clerk to the Governors within 10 days of the date of the meeting. In deciding whether to remove or extend the ban or impose conditions, Governors will consider the extent of the parent's/carer's compliance with the ban, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parent's co-operation with the school in other respects.

### **Removal from school**

Parents and Carers who have been banned from the school premises and continue to cause a nuisance will be considered as trespassers. In these circumstances the offender may be removed from school. The school may need to contact the Police in this situation. Legal proceedings may be brought against this person. Some incidents may trigger the professional duty to report under the Wales Safeguarding Procedures. [Safeguarding Wales](#)

### **Complaints policy**

Any parental/carer or pupil complaint that arises from incidents of abusive behaviour will be dealt with under the complaints policy.

### **Monitoring by the Governing Body**

This policy is reviewed annually by the Governing Body.

All actions taken under this policy are also monitored by the Governors. Details of incidents are reported to the Governors as part of the Headteachers Safeguarding report. Parents' names and details are not identified in the report.

### **Equality Statement**

This school recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within our community and between pupils, parents / carers, staff, governors, and partners.

We will also work to create equal access to support, for everyone, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh, BSL or any other language, nationality, responsibility for any dependents or any other reason which can be shown to be justified.



## **Appendix 2: Suggested Template for a Code of Conduct Parental Agreement**

This is an agreement between the school, its pupils, and their parents/carers, outlining their roles and responsibilities whilst at (school name).

### **School and school staff - Expected Behaviours and Role**

**It is the responsibility of the school to:**

- Develop each individual pupil's talent as fully as possible.
- Inform parents/carers regularly about how their children are progressing.
- Inform pupils, parents, and carers about what the teachers aim to teach the pupils each term.
- Teach effectively and to set the highest standards in work and behaviour.
- Take reasonable steps to ensure the safety, happiness, and self-confidence of all pupils.
- Be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community.
- Clearly articulate the school's expectations regarding the responsible behaviour plan for pupils and the school's uniform policy.
- Ensure that the parent is aware of the school's record keeping policy including the creation of the central transfer file should the pupil enrol at another school.
- Set, mark, and monitor homework regularly in keeping with the school's homework policy.
- Contact parents and carers as soon as is possible if the school is concerned about the child's schoolwork, behaviour, attendance, or punctuality.
- Deal with complaints in an open, fair and transparent manner.
- Consult parents on any major issues affecting pupils.
- Treat pupils and parents with respect and tolerance.

**Responsibility of pupils to:**

- Attend school regularly, on time, ready to learn and take part in school activities.
- Act at all times with respect and show tolerance towards other students and staff.
- Work hard and comply with requests or directions from the teacher or principle.
- Abide by school rules, meet homework requirements, and wear school uniform.
- Respect the school environment.

### **Parent / carer Expected Behaviours and Role**

**It is the responsibility of parents/carers to:**

- Attend open evenings for parents.

- Ensure my child is in school on time every morning.
- Inform the school of the reason my child's absence, providing supporting documentation if required.
- Let the school know immediately if there are any reasons that may affect my child's ability to learn.
- Treat school staff, other pupils and parents with respect and tolerance at all times.
- Support the authority and discipline of the school enabling my child to achieve maturity, self-discipline, and self-control.
- Abide by school's policy regarding access to school grounds before, during and after school hours.

### **Unacceptable or unreasonable conduct**

Whilst disrespectful behaviour from parents and carers is very rare, we need to have a Code of Conduct in place to safeguard the children and staff. Therefore, we ask that all parents and carers give all members of staff the same level of respect as staff afford to them.

### **Aim**

It is the aim of this Code that all members of the school's community treat each other with respect.

### **Expectations**

The following are the expected outcomes of the Code:

- That adults always set a good example to children, showing them how to get along with all members of the school and the wider community.
- That no members of staff, parents/carers, other adults, or children are the victims of abusive behaviour or open to threats from other adults on the school premises.
- Physical attacks and threatening behaviour, abusive or insulting language whether verbal or written – directly or on social media - to or about staff, governors, parents/carers, children, and other users of the school premises will not be tolerated and may result in withdrawal of permission to be on School premises.
- Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.

### **Roles and Responsibilities**

It is the responsibility of the Headteacher and Governors to monitor and review this policy.

### **Guidelines**

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school's community may include:

- Shouting, either in person or over the telephone
- Inappropriate posting on social networking sites that is deemed as bullying or derogatory
- Speaking in an aggressive/threatening tone
- Physically intimidating e.g., standing very close or invading another's personal space
- The use of aggressive hand gestures or sudden and or exaggerated movements
- Physical threats, in person or by any other means
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting, e.g., slapping, punching or kicking
- Any other unwanted physical contact
- Spitting
- Racist, sexist, homophobic or any other comments deemed offensive to an individual or group.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

### **Inappropriate use of social media**

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff and, in some cases, other parents/pupils. The Governors of (school name) consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher or the Chair of Governors, so that they can be dealt with fairly, appropriately, and effectively for all concerned.

If any pupil or parent/carer of any child being educated in (school name) is found to be posting libelous or defamatory comments on Facebook or other social media websites, they will be reported to the appropriate 'report abuse' section of the network site and to the Police.

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 school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases, the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, the issue of cyber bullying and the use by one child or a parent/carer to publicly humiliate another by inappropriate online communication. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

## **Consequences**

The above behaviours on school premises will be reported to the appropriate authorities and, Governors may prohibit an offending adult from entering the school grounds to safeguard our school community.

The school reserves the right to take any necessary actions to ensure that members of the school's community are not subjected to abuse. Therefore:

- Incidents of rudeness will be logged with the Headteacher and Chair of Governors
- Abusive adults will have one written warning from the Headteacher
- In the event of unreasonably persistent communications, restrictions on the communication received and response times might be imposed.
- School premises are private property and parents/carers have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, School may ban parents/carers from entering the school.
- Unacceptable behaviour may result in the Police and the Anti-Social Behaviour Team being informed.
- It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned and it is possible a fixed penalty notice and/or an anti-social behaviour order may be issued.
- Disrespectful and unacceptable behaviour will not be tolerated, and the necessary actions will be enforced:
- The parent will be given the opportunity to discuss matters with a senior member of staff to discuss and resolve the issue
- If the matter cannot be resolved immediately, the parent will be asked to leave the school premises until a meeting is held to discuss and resolve the issue
- In the event of severe or continual abuse, the Local Authority and police will be informed, and the parent/carer may be banned from the premises and other possible sanctions imposed.

School is not responsible for organising arrangements for children in the above circumstances. Parents/carers will need to provide alternative arrangements for bringing children into School.

## **Appeal**

Parents/carers have the right of appeal by writing to the Chair of Governors within ten days of permission to enter the school premises being withdrawn.

We trust that parents and carers will assist our school with the implementation of this policy and thank you for your continuing support.

I understand these rules and expectations of (school name) as stated above and undertake to work with school in supporting them to best support the education of my child.

Signed:

Parent - \_\_\_\_\_ Date: \_\_\_\_\_

School - \_\_\_\_\_ Date: \_\_\_\_\_

### Appendix 3 - Risk Assessment – key considerations to support decision making

In the event of a parent, carer or stakeholder behaving in an inappropriate way, each situation will need to be considered individually by the headteacher or a designated member of school staff. The following factors should be considered as a risk assessment, before deciding on the most appropriate course of action:

#### **Risk Assessment prompt Questions for Head Teachers**

Has the individual been verbally aggressive/threatening/intimidating?
Has the individual been physically aggressive/threatening/intimidating?
Has the individual published unacceptable material or been abusive or threatening via social media or other public forums about the school, its staff or pupils?
Has the individual been unreasonably persistent with their correspondence?
Has the individual been occasionally or persistently abusive to school staff, pupils, or visitors?
Have pupils witnessed aggressive/threatening/intimidating behaviour from the individual? Have pupils been approached inappropriately by the individual?
Do members of the school staff/community feel distressed or intimidated by the individual's behaviour?
Does the individual have a known previous history of aggression/violence? (Information can only be sought from the police when an official complaint has been made).

What evidence is there to support any of the above findings? What do any witnesses say happened? Is there evidence of provocation? How frequently have the behaviours occurred? Is there a risk (low, medium or high) that the behaviour may be repeated?

**All incidents where staff feel they are threatened or vulnerable must be recorded in full including line managers comments and reported via the Violence at Work form. Certain incidents involving violence must also be reported to the Health and Safety Executive. Consider if police reporting is needed and if a duty to report arises under the Wales Safeguarding Procedures.**

Some parents, carers or stakeholders may covertly record meetings and then seek to use the information obtained to support their case, and therefore schools should state explicitly that information obtained without permission will not be permissible.

There is no obligation for staff to agree to the electronic recording of conversations/meeting. Covertly recording meetings will be considered unreasonable behaviour. The subsequent use of any such recordings is governed by Data Protection Legislation and advice can be sought from the Council's Information Management Team should this issue arise.

Involvement of the Community Safety Partnership

There are several stage actions in place that can be used by the Community Safety Partnership/

Environment and Public Protection Team within MCC to tackle anti-social behaviour committed by individuals. In conjunction with key agencies, the team will look to tackle this behaviour by way of interventions or enforcement action if this is needed. There are several processes in place ranging from warning letters through to more serious

sanctions. Advice and Guidance can be sought from: Monmouthshire Country Council: Community and Partner Development Manager, Community Safety Lead, Health and Safety Corporate Manager, the Chief Officer for Children. and Young People, Vulnerable Learner Lead (VLL) and the Lead Officer for Safeguarding in Education (LOSIE)

### **Calling for police assistance 999 or 101**

If the situation escalates to such a degree that you feel the wider school community are at potential risk, then you are to instigate the school's formal lockdown or lock in procedure as part of the critical incident procedure.

In an emergency, police assistance should be sought; if the individual(s) is(are) still on the school site, and staff or learners are feeling threatened, then 999 should be dialled immediately. In cases where a ban is in place but is ignored and the person comes onto the school site, the police should be notified immediately. (Staff will need to be aware of the ban and have agreed procedures in place should the person come onto the school site and the risk assessment should detail this).

In situations where there is no immediate threat to staff, pupils, other members of the school community or the school's property, Headteachers may still wish to make their Local Neighbourhood Policing team aware of the situation. This must be done via 101, where a record of the incident will be made, and the appropriate neighbourhood team supervisor notified. They, in turn, will then ensure that the matter is referred to the most suitable resource.

### **Legal Routes where a ban is not adhered to:**

Where individuals persist in coming onto the school site even when permission to do so has been withdrawn, it is possible for legal proceedings to be pursued. The options include: Prosecution under section 547 of the Education Act 1996 and under the Anti-Social Behaviour Crime and Policing Act 2014 is possible in rare cases as a last resort and with suitable evidence.

Restraining orders or prosecution under the Protection from Harassment Act 1997 is possible for cases where someone causes alarm or distress to another person on more than two occasions.

Individual cases should be discussed with Monmouthshire Country Council officers as appropriate: Community and Partner Development Manager, Community Safety Lead, Health and Safety Corporate Manager, the Chief Officer for Children. and Young People, Vulnerable Learner Lead (VLL) and the Lead Officer for Safeguarding in Education (LOSIE) to decide the most appropriate response.

There should be clear and detailed records of all events which must be kept up to date. Any witness statements (where appropriate) and notes of any subsequent meetings held to discuss the events should also be retained by the school. Notes should be signed and dated by those individuals involved.

Any physical evidence should be retained, and witnesses should be asked to make a record of exactly what they saw and heard at the earliest opportunity, to the police.

All incidents culminating in a parent, carer or stakeholder being banned from a school site should be reported to the Health, Safety and Wellbeing Manager. This should include details of the perpetrator, date the ban came into force, length of the ban, dates

of review and brief overview of the incident. The local authority via the Health, Safety Manager should be notified of this in addition to any related Health and Safety at Work Act compulsory reporting, within 5 working days of the ban being enforced.

### **Support for Employees**

If a member of staff is unfortunate enough to be one of the very small minority subject to serious physical and/or verbal abuse, there are a variety of sources of potential support available to them.

In such circumstances, the immediate and ongoing support of colleagues will be invaluable.

All employees will be made aware of Wellbeing Solutions support via the People Hub on the Wellbeing pages and the services it can provide which may include counselling. Education Staff should be alerted to the Education Support Partnership 08000 562 561, a UK charity providing mental health and wellbeing support services to all education staff, organisations and trade unions are also likely to be a source of assistance.

### **Removal of Online Content**

The Professionals Online Safety Helpline (POSH) has advice and resources for education professionals. [Professional reputation - UK Safer Internet Centre](#)



**Appendix 4 - Letter templates for use by schools when parental conduct has been unacceptable or unreasonable.**

<b>Warning</b>	Model letter 1: This is an initial letter from the Headteacher to ensure the parent or carer is clear about behaviour standards expected by the school.
<b>Imposing conditions on the parent's attendance at school events</b>	Model letter 2: This letter contains a warning about further action if there are other incidents. The letter invites a written response and suggests a meeting with a senior leader.
	Model letter 3: This is a letter from the Headteacher informing parents of the school's decision to impose conditions on the parent's attendance at school events, pending review by the Chair of Governors.
	Model letter 4: Letter from the Chair of Governors informing parent or carer of the decision to confirm or remove the conditions
<b>Imposing a ban</b>	Model letter 5: Letter from Headteacher informing parents of the school's intention to impose a ban on their attendance at school premises, pending review by the Chair of Governors
	Model letter 6: Letter from the Chair of Governors informing parent or carers of the decision to confirm or remove ban
<b>Reviewing the decision to impose conditions or impose a ban.</b>	Model Letter 7: Letter from the school requesting a statement from parents to the Governing Body for review of decision. Model letter 8: Letter from the school to confirm the outcome of further reviews of decisions where the imposition of conditions/ban has been extended or removed.

### **Model Letter 1: Reminder (sent by Headteacher) – to be adjusted as necessary**

Dear

I have received a report about your conduct at the school on (enter date and time or details). This appears to fall far short of what we would expect of a parent/carer of a pupil at XXXXX School.

(Add factual summary of the incident and of its effect on staff, pupils, and other parents.)

I write to remind you about the behaviour standards expected by the school. Our school is underpinned by a set of positive shared values including ....{ insert school values pupil ethos }

I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to this report. Please do so within 10 working days of the date of this letter.

These comments may include any assurances you are prepared to give about your future good conduct.

There is then an option for you to meet with a member of the Senior Leadership Team to discuss the situation and how it can be avoided in the future.

Thank you for your support.

Yours sincerely

Headteacher

### **Model Letter 2: Warning (sent by Headteacher) – to be adjusted as necessary**

Dear

I have received a report about your conduct at the school on (enter date and time or details). This appears to

fall far short of what we would expect of a parent/carer of a student or visitor at XXX School.

(Add factual summary of the incident and of its effect on staff, pupils, and other parents.)

I must inform you that the school will not tolerate aggression towards members of the school community and will act to protect its staff and pupils from any form of abuse or intimidation. I should warn you that any future conduct of this nature could result in the school imposing conditions restricting your access to the school or banning you from contacting or attending the school altogether.

I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report which I have received about your conduct. Please do so within 10 working days of the date of this letter. These comments may include any assurances you are prepared to give about your future good conduct. There is then an option for you to meet with *myself or a member of the Senior Leadership Team* to discuss the situation and how it can be avoided in the future.

Yours sincerely

Headteacher

**Model Letter 3: Imposing conditions on the parent's attendance at school events, pending review**

(sent by Headteacher) – to be adjusted as necessary

Dear

I have received a report from (name of staff member) about your conduct on ..... at ..... (add summary of incident and its effect on staff and pupils)

(You will recollect that I have already written to you about a previous incident on (date) warning you of the consequence of any further unacceptable / insulting or aggressive behaviour on your part)

I must inform you that the School, in line with our policy, will not tolerate conduct of this nature on the school premises and will act to defend school staff and pupils.

I am therefore writing to inform you that I am imposing conditions on the contact you may have with school.

These are as follows: (delete as appropriate)

- ✓ You must be accompanied to any meeting with a member of school staff
- ✓ You may not contact by telephone or in writing any member of staff. You may contact either myself or (deputy headteacher) by email
- ✓ You may not attend any events for parents except those where you will be accompanied by a member of the senior leadership of the school.
- ✓ Other as are reasonable and proportionate

The restrictions above are provisional until they have been reviewed by a Governing Body panel. Please consider them to be in force until you receive their confirmation.

This panel, will need to decide whether it is appropriate to confirm or overturn this decision. You may, if you wish, send to the Chair in writing any comments or observations of your own within 10 working days of the date of this letter. These comments may be to challenge or explain the facts of the incident, to express regret and give assurances about your future good conduct. The Chair will then write to you with the outcome of their decision.

If on receipt of your comments, the Governors confirm that my decision should be upheld, you will be supplied with details of how the conditions will be reviewed by the full Governing Body.

Yours sincerely  
Headteacher

**Model Letter 4: Letter to confirm or overturn Headteacher’s decision to impose conditions**

(sent by chair of Governing Body) – to amend as necessary

Dear

..... wrote to you on (date) to detail concerns about an incident when your behaviour towards (name) fell short of what we would expect on behalf of the children, staff and the school community. You will be aware that s/he has written to you previously about your behaviour towards staff/ others.

I have not received a written response from you/I have received a letter from you dated ....., the contents of which I have considered carefully.

In the circumstances, and after further consideration of the Headteacher’s report and your letter, I have determined that the decision to impose conditions on your contact with school should be confirmed. The conditions are as follows:

- (Copy conditions from HT’s letter)

This decision will be reviewed by the Governing Body in approximately six months’ time. We will write to you in advance of the meeting to ask you to provide a written statement for their consideration. When deciding whether it will be necessary to extend the application of conditions to attend school premises, consideration will be given to the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from you; and any evidence of your co-operation with the school in other respects.

OR

In the circumstances, and after further consideration of the Headteacher’s report and your letter, I have determined that the decision to impose conditions on you should be overturned. You may hence attend school events as normal. However, should there be a repeat of inappropriate behaviour towards staff / others all of the above sanctions may be applied.

Yours sincerely

Chair of Governing Body

cc: Headteacher

**Model Letter 5: Imposition of a ban on contacting or attending the school, pending review**

(sent by Headteacher) – to amend as necessary

Dear

I have received a report from the (name of staff member) about your conduct on ..... at ..... (add summary of incident and its effect on staff and pupils)

You will recollect that I have already written to you about a previous incident on (date) warning you of the consequence of any further unacceptable/ insulting or aggressive behaviour on your part.

I must inform you that the Governors, in line with our policy, will not tolerate conduct of this nature on the school premises and will act to defend school staff and pupils.

I am therefore writing to inform you that I am recommending imposing a ban on you attending or contacting the school. This means you may not attend school for any reason whatsoever. You must not make contact with any member of staff by telephone or e-mail. You do, however, have the right to attend one meeting per year to discuss your child's progress. This meeting will be with a member of the senior leadership team. I will contact you to arrange this at the time of the next Parents' Evening.

The restrictions above are provisional until they have been reviewed by the Chair of the Governing Body.

Please consider them to be in force until you receive their confirmation.

The Governors panel will need to decide whether it is appropriate to confirm or overturn this decision. Please send to the Chair, in writing, any comments or observations of your own within 10 working days of the date of this letter. These comments may be to challenge or explain the facts of the incident, to express regret and give assurances about your future good conduct.

If on receipt of your comments, the Governors panel will consider if my decision should be confirmed, you will be supplied with details of how this ban will be reviewed by the Full Governing Body.

Yours sincerely

Headteacher

cc: Chair of Governors

**Model Letter 6: Letter to confirm or overturn Headteacher’s decision to impose a ban**

(sent by chair of Governing Body) – to be amended as necessary

Dear

..... wrote to you on (date) to detail concerns about an incident when your behaviour towards (name) fell far short of what we would expect as a school. You will be aware that s/he has written to you previously about your behaviour towards staff.

I have not received a written response from you/I have received a letter from you dated ....., the contents of which I have considered carefully.

In the circumstances, and after further consideration of the Headteacher’s report and your letter, I have determined that the decision to impose a ban on you should be confirmed. This means you may not attend school for any reason whatsoever. You must not make contact with any member of staff by telephone or email. You do, however, have the right to attend one meeting per year to discuss your child’s progress. This meeting will be with a member of the senior team.

This decision will be reviewed in six months’ time by the Full Governing Body. We will write to you in advance of the meeting of the Full Governing Body to ask you to provide a written statement for their consideration.

When deciding whether it will be necessary to extend the application of conditions to attend school premises, consideration will be given to the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from you and any evidence of your cooperation with the school in other respects.

OR

In the circumstances, and after further consideration of the Headteacher’s report and your letter, I have determined that the decision to impose a ban should be overturned. You may hence attend school events as normal. However, should there be a repeat of inappropriate behaviour towards staff all of the above sanctions may be applied.

Yours sincerely

Chair of Governing Body

cc: Headteacher

**Model Letter 7: Letter from Governing Body requesting parents' statement for review by the Governors panel**

(sent by Governing Body) – to be amended as necessary

Dear

..... wrote to you on (date) to detail concerns about your behaviour towards school staff/students fell short of what we would expect as a school. As a result of this incident, conditions were imposed on you/a ban was imposed.

This decision will be reviewed by the Full Governing Body at their next meeting on (date).

I am writing to ask whether you would like to make a written statement to Governing Body for their consideration in making the decision whether to remove the restriction or extend it.

If you should wish to make a written statement, please can you e-mail it to me at (address) by (date – parents should be given 10 days to respond).

Yours sincerely

Chair of the Governing Body

cc: Headteacher

**Model Letter 8: Letter detailing outcome of Full Governing Body review**

(sent by Chair of Governors) – to be amended as necessary

Dear

I wrote to you on (date) to request a statement to enable Governors to review the school's decision to impose conditions/ban you from attending school premises.

I have not received a written response from you/I have received a letter from you dated ....., the

contents of which were considered carefully by the Governors at their meeting on (date).

In the circumstances, and after further consideration of the Headteacher's report (and your letter), Governors

have determined that the decision to impose conditions/ban you from attending or contacting school attend

should be confirmed. The conditions of your attendance on site are as follows:

- ✓ You must be accompanied to any meeting with a member of school staff
- ✓ You may not contact by telephone or in writing any member of staff.
- ✓ You may contact either ..... or ..... (named contacts)
- ✓ You may not attend any events for parents except those where you will be accompanied by a member of the senior leadership of the school.

✓ Any other condition imposed

OR

- You must not attend any event in school except for an annual meeting about your child's progress. This meeting will be conducted by a member of the senior leadership team.

- You may not contact by telephone or in writing any member of staff.

This decision will be reviewed again in six months' time. When deciding whether it will be necessary to extend the application of conditions to attend school premises, consideration will be given to the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from you; and any evidence of your cooperation with the school in other respects.

OR

In the circumstances, and after further consideration of the Headteacher's report and your letter, Governors have determined that you should once again be allowed to attend parents' events as usual. All conditions have been removed. However, should there be a repeat of inappropriate behaviour towards staff this decision may be revoked.

Yours sincerely

Chair of the Governing Body

cc: Headteacher



## **Appendix 5: Dealing with Abusive Telephone Calls**

Sometimes staff may have to deal with challenging, abusive, aggressive, or threatening telephone calls. It is unacceptable for any member of staff to be subjected to such abuse, but staff may not know how to handle such a call. This guidance has been produced to assist staff if they are faced with such a situation.

To reduce the likelihood of callers becoming abusive, staff should conduct themselves in a courteous and professional manner and make every attempt to meet the needs of the caller. Staff should also have the confidence that it is acceptable to end an abusive telephone call.

### **Always**

- remain calm and polite
- stay in control of the situation
- actively listen – repeat information back to the caller to test understanding of the issue and gain their agreement. Inform the caller they are trying to help them
- be positive and say what you can do
- be clear and avoid using jargon
- if necessary, apologise for an error and take action to put it right
- if you must go and get some information, let the caller know why you are putting them on hold
- and do not leave them for a long time. Update them as necessary
- make notes of the conversation
- follow the procedure below if appropriate
- refer the caller to the Headteacher, the deputy Headteacher, etc. if necessary.

### **Never**

- respond in the same manner as an abusive caller
- take it personally
- allow yourself to be bullied
- slam the phone down.
- Script for abusive telephone calls

### **When the caller starts to raise their voice/be abusive:**

Mr/Mrs/Ms... please don't raise your voice/swear at me, I am not raising my voice/being rude to you.

If you continue to raise your voice/be rude to me then I will be forced to terminate the call.

### **When the caller continues to raise their voice/be abusive:**

Mr/Mrs/Ms..... I understand you are upset/frustrated however I am not prepared to continue to be shouted/sworn at so you can either call back when you have calmed down or if you prefer you can put your views in writing.

If, despite the two warnings above, the caller continues to raise their voice/be abusive: Mr/Mrs/Ms.... I advised you earlier during this call about raising your voice/swearing and you have continued to do this, so I am afraid I am going to have to terminate this call. Hang up.

Further actions

Make a written note of the telephone call and/or enter onto your management information system.

and then use the incident report form (Appendix D) and report the incident to your line manager.

If the same caller ring back and continues to be abusive, replace the receiver and inform your manager. If, however, the purpose of the call is to apologise, then you should accept the apology, but still inform your manager of the initial call.

**This guidance has been adopted as policy by the Governing Body of Monmouth Comprehensive School on 13<sup>th</sup> January 2025. The Complaints Procedure will be published separately on the school website.**

**END of Guidance**