



Mill Lane Primary School

Policy for Managing Aggressive Behaviour from Parents and Visitors

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| Adopted by: Sue Skillcorn |
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Mill Lane Primary School

Policy for Managing Aggressive Behaviour from Parents and Visitors

Principles:

The governing body of Mill Lane Primary School encourages close links with parents and the community. It believes that pupils benefit when the relationship between home and school is a positive one.

The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse towards members of school staff or the wider community.

The governing body expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

We expect parents and other visitors to behave in a reasonable way towards members of school staff. This policy outlines the steps that will be taken where behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable and will not be tolerated:

- shouting at a member of the school staff, either in person or over the telephone
- physically intimidating a member of staff, eg standing very close to him/her
- the use of aggressive hand gestures
- shaking or holding a fist towards another person
- swearing
- pushing
- hitting, eg slapping, punching and kicking
- spitting
- breaching the school's security procedures

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

Unacceptable behaviour may result in the local authority and the police being informed of the incident.

Procedure to be followed

If a parent/carer or others visiting the school behave in an unacceptable way towards a member of the school community, the head teacher or an appropriate member of senior staff will seek to resolve the situation through discussion and mediation. An incident Report Form should be complete (attached). If necessary, the school's complaint procedures should be followed. Where all procedures have been exhausted and aggression or intimidation continue, or where there is extreme action of violence a parent or carer may be banned by the head teacher from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that he/she is banned from the premises, subject to review and what will happen if the ban is breached eg that police involvement or an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The chair of governors/LA will be informed of the ban.
4. Where appropriate, arrangements for pupils being delivered to and collected from the school gate will be clarified.

Conclusion

The local authority itself may take action where behaviour is unacceptable or there are serious breaches of our home-school code of conduct or health and safety legislation. In implementing this policy, the school will seek advice from the Local Authority's education, health and safety and legal departments, to ensure fairness and consistency.

Incident Report Form

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| Date of Incident: | Time of Incident: | Person Reporting Incident: |
| Name of person/s causing incident: | | Status: (parent/carers/visitor/trespasser) |
| Full description of incident (incl. names of persons involved, location, nature of any injuries, attendance of other services, witnesses) | | |
| Initial action/outcome (eg informal conciliation; police intervention; warning or banning letter issued) | | |
| Summary of subsequent actions taken by the school including risk assessments | | |