

Guidance for Dealing with Threatening and Abusive Behaviour



Last Reviewed by Governing Body: September 2025

Date of next review: September 2026

"Let your light shine before others"

Matthew 5:16

Our mission is that:

We aim to provide pupils with high quality teaching and learning, so that they can become effective life-long learners, striving for excellence.

We aim to demonstrate clear Christian characteristics and values, whilst at the same time, encouraging recognition of and respect for other faiths.

We value greatly school, home and parish connections.

Our vision is to:

Empower creative independent thinkers, who are resilient to challenges, in readiness for our diverse and ever-changing world.

Our Scripture Reference that runs through all that we do in school is:

“Let your light shine before others” - Matthew 5:16

**Our Core Values are
Service Hope Integrity Nurture Empathy
SHINE**

At St John's C.E. Primary School we are very fortunate to have a parent body which is supportive and friendly. We recognise that the success of the school is dependent on a strong partnership between all members of the school community: pupils, parents, staff and governors. This partnership must be based on polite, positive and respectful relationships. For this reason, we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this guidance is to provide a reminder about the expected conduct from our parents, carers and visitors and what to do if their conduct is abusive or aggressive. We ask that all members of the community follow these principles:

- We all respect the caring ethos of our school.
- Both staff and parents need to work together for the benefit of the pupils.
- All members of the school community should be treated with respect and, therefore, we must all set a good example in our own speech and behaviour.

In order to support a peaceful and safe school environment the school cannot accept parents, carers and visitors exhibiting the following:

- Conduct which undermines the safe and calm environment in a school, either in a school office, classroom, around the school site, immediately outside the school or on a school playing field.
- Using loud or offensive language, such as swearing, or displaying an unacceptable amount of anger and aggression.
- Threatening physical violence to a member of the school community.
- Damaging school property.
- Abusive telephone calls, emails, letters or other forms of written communication.
- Defamatory comments about school staff or governors on social media sites.
- The use of physical aggression towards another adult or child.
- Approaching someone else's child in order to chastise them.

The Public Order Act 1986 defines "disorderly conduct" as: verbal abuse, threatening abusive or insulting words or behaviour or any disorderly behaviour whereby a person is causing alarm, harassment or distress.

"Threatening behaviour" is when a person fears that violence, or threat of violence, is likely to be provoked. The school has a responsibility to ensure that any act of actual or threatened violence is referred to the police immediately.

In a school context this could mean:

- someone shouting at a member of staff, either in person or on the phone
- acting aggressively, including using intimidating body language
- actual violence
- comments posted on social networking sites
- situations where members of staff are approached off school premises.

STAFF CONDUCT

Staff are advised to communicate with parents, in such circumstances, in the following manner:

- Speak calmly and without raising your voice
- Be assertive but not aggressive
- Be polite but firm
- Seek assistance if necessary
- Politely terminate the conversation if necessary, explaining your reasons

In the event of an **emergency**, staff should request assistance from a member of the Senior Leadership Team, if they are available otherwise the nearest member(s) of staff. The member of the Senior Leadership Team will request that the person causing offence leaves the premises. Should the person not leave the premises then they should be informed that the police will be called. The incident should then be recorded.

RECORDING INCIDENTS

Any incident must be recorded and given to the Headteacher.

- Trespass
- Verbal abuse
- Sexual or racial abuse
- Threats

- Aggression
- Physical violence
- Intentional damage to personal property or the school's property
- Any racist comments
- Any injuries to staff or children

PROCEDURES FOR DEALING WITH ABUSIVE ADULTS

Step 1 - Verbal warning

The Headteacher or appropriate member of the Senior Leadership Team will speak to the parents involved. It will be put to them that such behaviour is unacceptable and an assurance will be sought that such an incident will not be repeated. It will be stressed on this occasion that repetition of such an incident will result in further more serious action being taken.

If the Headteacher has been subject to abuse this will be done by the Chair of Governors/Trust Board (or other appointed independent governor, if the Chair is involved in the incident in any way).

· NB: Any incidents of violent conduct would immediately proceed to step 5.

Step 2 – Written warning

- If a second incident occurs involving the same person or persons, the Head Teacher will write to the adult(s) informing them once again that this conduct is unacceptable.
- As for Step 1, if the Head Teacher has been subject to abuse this will be done by the Chair or other appointed governor.
- At any stage, the school may report serious incidents of abusive and threatening behaviour to the Local Authority or the Police. The school has a responsibility to ensure that any act of actual or threatened violence is referred to the police immediately.

Step 3 – Final written warning

If a third incident occurs involving the same person or persons, the Chair or other appointed independent governor, will write to the adult(s) giving a final warning that this abusive and threatening behaviour is unacceptable, and that a repetition of this conduct will leave the governors no option but to take further action.

Step 4 – Governors' Letter

If such an incident recurs, or if an initial incident is considered serious enough by the Head Teacher, the Chair of Governors/Trust Board (or other appointed governor) would be involved to enforce any action deemed necessary. This may result in a person or persons being excluded from school premises.

Step 5 – Involvement of the police

If following a decision to ban a person from the school premises, that person nevertheless persists in entering school premises and is displaying unreasonable behaviour, such a person may be removed from the school premises as a trespasser under Section 547 of the Education Act 1996 and charged with an offence under the Public Order Act 1986.

All parents, even if excluded from school premises, have a right to seek an appointment to speak to school staff about their child's educational progress.

Other members of the public have no right of access to the school premises. In the case of an incident involving another member of the public steps 1 and 2 as above will be followed. At step 3 the Head Teacher will write again and at step 4 the Head Teacher will send the banning letter.

It is important to consider each matter that may arise on its own merits. If it is deemed appropriate to forgo the step process, where an incident is considered immediately serious enough to do so, then the school and Local Advisory Board may ban the associated person from the premises with immediate effect. In this regard, a letter will be sent to confirm the action taken and the subsequent process thereafter.

SUPPORT FOR STAFF

Following an incident staff may feel that they need support. Peer support will be given and access to the Employee Assistance Programme which we provide to all staff: Workplace Wellness 08001116387 or www.my-eap.com

In the longer term, support can also be obtained from the member of staff's trade union. The school will ensure that sympathetic and practical help, support and counselling are made available. Other members of the public have no right of access to the school premises. In the case of an incident involving another member of the public steps 1 and 2 as above will be followed. At step 3 the Head Teacher will write again and at step 4 the Head Teacher will send the banning letter.

HARASSMENT

Situations can arise where staff find themselves, or other adults, subjected to a pattern of persistent and unreasonable behaviour from individual parents which is not abusive or overtly aggressive but which may be perceived as intimidating and oppressive. In these circumstances, staff may be faced with a barrage of constant demands or criticisms (on an almost daily basis) which, whilst not particularly taxing or serious when viewed in isolation, can have the cumulative effect over time of undermining their confidence, well-being and health. In extreme cases, the behaviour of the parent may constitute an offence under the Protection from Harassment Act 1997. If so, the school will take appropriate action, such as writing to or meeting the parents, involving the Police if necessary.

A formal complaint could also be made to the LAB who would consider inviting the parent to a meeting to discuss such conduct or writing to them to say that they are not welcome on the school premises.

If a parent's behaviour is unreasonable, the parent's implied permission to be on the school premises may be withdrawn and they will become a trespasser.

Equal Opportunities

St John's CE Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protective

characteristics). This means that schools cannot discriminate against children/staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also "protected characteristics."

The formulation of this policy is in line with the Equality Act.

Monitoring and Evaluation

Policy and practice is regularly evaluated. Feedback along with recommendations to inform future policy and planning will be given to all relevant parties.

The school leadership team has a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy regularly.