



## Behaviour Policy (Adults)

<b>LAST REVIEW DATE</b>	<b>May 2023</b>	<b>REVIEW PERIOD</b>	<b>3 years</b>
<b>NEXT REVIEW DATE</b>	<b>May 2026</b>		
<b>TYPE OF POLICY</b>	<b>Non-statutory</b>	<b>APPROVAL LEVEL</b>	<b>Exec. team</b>

## **Background**

This policy was written to give staff, Parents/Carers and any adult that has cause to come onto our school sites clear directions when school staff deal with challenging adults.

Very few people would ever be considered 'challenging' but in the event such a situation occurs, this policy is in place to provide staff with a management strategy to help in achieving outcomes that are effective for both adult and PLT staff.

In applying administrative controls to deal with challenging adults, the policy identifies response protocols in circumstances where it is appropriate to restrict, withhold or withdraw the provision of rights that other adults may reasonably be expected to hold e.g. the right to come on site, the right to request meetings with staff, the right to have their letters responded to (furthermore termed as 'the provision of services').

Before implementing the appropriate response protocol to restrict, withhold or withdraw the provision of services, the senior team will consider two important aspects:

- It must be established that the complaints procedure has been correctly implemented so far as possible to a given point and that no material element of the enquiry/complaint has been overlooked or inadequately addressed – see PLT Process.
- It must be determined that the behaviour of the person has become so habitual, obsessive or intimidating that it constitutes an unreasonable demand on the Trust's resources.

These important aspects would be made by the Head of Academy/Executive Head, and thereafter, the administrative controls provided in the policy would be applied in accordance with the Executive Head's direction.

This policy needs to be read in conjunction with the following:

- Complaints Policy (PLT)
- Behaviour Management Policy (Academy)
- DfE Guidance "Controlling access to school premises (2018)"
- Freedom of Information Act 2000
- Home school agreement

## **Policy Statement**

The Parallel Learning Trust is committed to:

- Ensuring that all challenging adults are treated fairly and reasonably
- Providing guidance, education and training as appropriate for staff in dealing with challenging adults.
- Ensuring that the Trust's resources are used efficiently and effectively when dealing with challenging adults.

## **Scope**

This policy relates to all dealings with challenging adults by Academy staff, and in particular those challenging adults who: -

- Cannot be satisfied
- Make unreasonable demands
- Consistently raise the same issue with different staff
- Are rude, abusive or aggressive

## **Variation and Review**

PLT reserves the right to review, vary or revoke this policy. It will be reviewed when is needed, but at least every 3 years.

## **Service Commitment**

Parallel Learning Trust staff will strive to meet the needs of our challenging adults in a professional and ethical manner with courteous and efficient service.

All staff shall:

- Treat all challenging adults with respect and courtesy
- Listen to what challenging adults have to say
- Respond to enquiries as promptly and efficiently as possible
- Act with integrity and honesty when liaising with challenging adults
- Consult challenging adults about service needs (usually through the annual parent questionnaire)

## **Vexatious Complaints**

Whilst it is entirely the right of any adult within the PLT communities to express their views and ask questions, it is essential that this is done in an appropriate way, following positive constructive and open communication channels.

Any attempt to undermine this process and bring PLT or individual Academies into disrepute through the use of social media or contacting the press may well result in PLT considering whether or not you will be site banned.

We do not seek to suppress the views of any individual; however, we take seriously any attempt to create hysteria and/or unnecessary emotional harm/anxiety to other parents and/or their children.

Examples of actions or behaviours by unreasonably persistent complainants are set out below. It is by no means an exhaustive list and local factors will vary:

- Persistently refusing to specify the precise grounds of a complaint, despite offers of assistance with this from PLT.
- Refusing to co-operate with the complaints investigation process while still insisting their complaint be resolved – this includes cases where there is a 'scattergun' approach across different communication channels.
- Refusing to accept that certain issues are not within the remit of a complaints' procedure (e.g. challenging free school meal thresholds) despite having been provided with full information about the procedures scope.

- Insisting on the complaint being dealt with in ways which are incompatible with the published PLT complaints procedure or with good practice.
- Making, what appear to be, groundless complaints about the staff dealing with the complaint.
- Changing the basis of the complaint as the investigation proceeds and/or denying statements made at an earlier stage.
- Introducing trivial or irrelevant new information which the complainant expects to be taken into account and commented on, or raising large numbers of detailed but unimportant questions and insisting they are all fully answered.
- Making unnecessarily excessive demands on the time and resources of staff whilst a complaint is being looked into. For example, by excessive telephoning or sending emails to numerous PLT staff, or writing lengthy complex letters every few days and expecting immediate responses.
- Submitting repeat complaints, after investigations have been completed, essentially about the same issues but with additions/variations which the complainant insists make them 'new' complaints which should be put through the full complaints' procedure.
- Refusing to accept the decision – repeatedly arguing the point and complaining about the decision.
- Combinations of some or all of these.

### **Challenging adults who cannot be satisfied**

Challenging adults who cannot be satisfied and do not accept that PLT is unable to assist them, provide any further assistance or level of service that has been provided already and/or disagree with the action PLT has taken in relation to their complaint or concern.

If, in the opinion of PLT, an adult cannot be satisfied and all appropriate avenues of internal review or appeal have been exhausted and the adult continues to write, telephone, or email and or visit any of the PLT sites, the following action may be taken:

The Executive Head or Head of Academy may write to the person restating PLT's position on the matter, and advising that if they continue to contact PLT regarding the matter, PLT may:

- Not accept any further phone calls.
- Not grant any further reviews.
- Require all further communication to be put in writing.
- Continue to receive, read and file correspondence but only acknowledge or otherwise respond to it if:
  - a) The person provides significant new information relating to their complaint or concern;
  - or
  - b) The person raises new issues which in the Executive Head's opinion warrant fresh action.

The Executive Head or Head of Academy shall advise staff of a person who is deemed to be 'a challenging adult who cannot be satisfied', the concerns and any proposed management strategy of that person by PLT staff.

The challenging adult shall be given the opportunity to make representations about the Executive Head or Head of Academy's proposed course of action.

If the challenging adult continues to contact PLT after being advised of the proposed course of action, the Executive Head may, after considering any representations from that person, advise them that any or all of the points (bulleted above) will now apply.

## **People who make unreasonable demands**

Challenging adults who make unreasonable demands include those whose demands on PLT start to significantly and unreasonably divert resources away from core functions, or create an inequitable allocation of resources to other adults.

Such demands may result from the amount of information requested, the nature or scale or services sought or the number of approaches seeking information, assistance or service. Such challenging adults will engage in what is called 'vexatious complaining'.

If, in the opinion of the Executive Head, a person is making unreasonable demands (vexatious complaints) on PLT and they continue to write, telephone and/or visit any PLT site, the following actions may be taken:

- The Executive Head may write to the person advising them of PLT's concern and requesting that they limit and focus their request. If they continue to place unreasonable demands on PLT, the Trust may:
  - a) Not respond to any future correspondence and only take action where, in the opinion of the Executive Head or Head of Academy, the correspondence raises substantial and serious issues or;
  - b) Only respond to a certain number of requests in a given period

The person shall be given the opportunity to make representations about the Executive Headteacher's proposed course of action.

If the person continues to contact PLT after being advised of the proposed course of action, the Executive Head may, after considering any representations from the challenging adult, advise that person that any or all of the points (bulleted above) will now apply.

Not all response protocols will be identical; it will depend on the characteristics of the challenging adult and the nature of their complaints and issues.

## **Challenging adults who constantly raise the same issue with different staff.**

If, in the opinion of the Executive Head, in consultation with the Head of Academy, a person is constantly raising the same issues with different staff, the following actions may be taken:

- The Executive Head, or Head of Academy may notify the challenging adult that:
  - a) Only a nominated staff member will deal with them in the future
  - b) They must make an appointment with that person if they wish to discuss the matter, or
  - c) All future contact with the PLT must be in writing

The challenging adult shall be given the opportunity to make representations about the Executive Head or Head of Academy's proposed course of action. If the challenging adult continues to contact PLT after being advised of the proposed course of action, the Executive Head or Head of Academy may, after considering any representations from said adult, advise them that any or all of the points (bulleted above) will now apply.

Parallel Learning Trust reserves the right to seek legal advice and representation over all or any of the issues raised above.

## **Angry Adults**

Occasionally an adult's behaviour falls short of the normal standard we experience in the Trust. We do not take this personally; there are probably other reasons why the adult is angry and stressed. What may appear to be a minor issue or incident to you, could appear to be very serious to the person who is angry. Listed below are some techniques in order to alleviate the situation:

- Calm the conversation
- Listen to the person carefully and try to find the cause of their anger and complaint.
- Validate and understand how they are feeling – e.g. " I can see/hear you are upset and I would like to help you".
- Let the person finish speaking and 'saying their piece'.
- Keep calm yourself and do not rise to their aggression.
- If the person continues to behave unacceptably, even after you have tried the above techniques, you can ask someone else to come and support you.
- If you fear for your safety, you can leave the counter/hatch/playground/road and fetch assistance immediately. This could be the Police.
- If the person continues to swear or be rude and abusive you can terminate the conversation (see below – dealing with adults who are rude, abusive and aggressive)

### **Progress the Conversation**

If the person believes a mistake has been made, accept what they say and inform them an investigation into the matter will be carried out. Once an investigation has been carried out, PLT will inform the adult of the findings.

You are entitled to verbally correct statements and allegations that are clearly inaccurate in a calm and reassuring manner – NEVER use sarcasm or be aggressive in your response.

Only make realistic assurances and ensure that you do follow it up. Try to end on a positive and constructive note.

### **After the Conversation**

Record the conversation as soon as you are able to in case the adult misunderstands or misrepresents what you said, or comes to another member of staff who needs the background. If the adult makes a personal threat to you, inform the Senior Leadership Team immediately, who will decide if further action is required. Make any investigations that you need to regarding the issue raised by the adult.

### **People who are rude, abusive or aggressive**

Rude, abusive or aggressive behaviour may include rude or otherwise vulgar noises, expressions or gestures, verbal abuse of a personal or general nature, threatening or offensive behaviour, and physical violence against property or person.

If, in the opinion of any staff member, rude, abusive or aggressive comments or statements are made during telephone conversations or interviews, the staff member may:

- Warn the adult that if the behaviour continues or occurs again at any time, the conversation or interview will be terminated; and,
- Terminate the conversation or interview thereafter if the rude, abusive or aggressive behaviour continues or occurs again at any time after a warning has been given.

Where a conversation or interview has been terminated in such a way, the staff member must notify the senior member of staff on site (usually the Head of Academy or Deputy Head) of the details as soon as possible. The staff member MUST make a written statement as soon as possible about the incident, and if there were witnesses to the behaviour, they MUST make statements too.

If, in the opinion of the Executive Head or Head of Academy, any correspondence to PLT contains personal abuse, inflammatory statement or material clearly intended to intimidate, it will be returned to sender and not otherwise acted upon unless it is regarded by the Executive Head or Head of Academy as being serious enough to warrant forwarding to another authority e.g. Police.

*Please read appendix 1 Suggestions for what to say to challenging adults*

### **Aggressive situations on site - Site Bans**

A parent of a child attending a PLT Academy normally has implied permission to be on the school's premises at certain times and for certain purposes, but if the adult's behaviour is unreasonable this permission may be withdrawn and they will become a trespasser. PLT reserves the right to refuse entry to any adult that behaves inappropriately on site, this can be enforced under Section 547 of the Education Act 1996.

*Section 547 of the Education Act 1996 makes it a criminal offence for a person who is on school premises without lawful authority, to cause or permit a nuisance or disturbance. The parent would then also have to cause or permit a nuisance or disturbance to commit a section 547 offence.*

PLT is responsible for protecting the health and safety of their staff and pupils in the communities of our schools, and this part of the policy is about dealing with violence, threatening behaviour or abuse by parents of a pupil at PLT, and they have been asked not to come onto the premises.

Violence, threatening behaviour and abuse against Academy staff or other members of the Academy community will not be tolerated. All members of the Academy have a right to expect that it is a safe place in which to work and learn. There is no place for violence, threatening behaviour or abuse in our Academies. Where such behaviour does occur, we will take all possible action to deal with it in conjunction with the Local Authority.

*Appendix 2* outlines the kinds of behaviours that PLT has experienced from parents/carers and other members of the school community, and the kinds of actions that PLT will take in order to address such behaviour. Of course, this outline is not exclusive or exhaustive and PLT will judge each case on its merits.

Our staff are trained in how to deal with aggressive situations, and our first priority is to the safety of the children within our Trust. If safety is in question, we WILL consult legal advice and act swiftly.

### **What to do in an aggressive situation on site**

- Depending on the seriousness of the situation – call 999
- Inform a member of Senior Leadership Team immediately
- Attempt to calm the situation and move the parties away from each other
- If the situation is not able to be calmed, ask the people concerned to leave the site
- If they refuse to leave – walk away and ensure that the Police are called

**UNDER NO CIRCUMSTANCES PUT YOURSELF IN DANGER – IF YOU FEEL THREATENED MOVE AWAY FROM THE SITUATION IMMEDIATELY.**

### **After the aggressive situation has occurred**

Senior staff will gather witness statements where appropriate and write down what happened in as much detail as possible as soon as possible after the event.

Senior staff will then decide if a site ban is necessary. A site ban will be issued in all cases where safety and emotional well-being of children has been called into question.

PLT will call the Police if it is deemed necessary, to report serious incidences of public order,

threats and intimidation or actual/grievous bodily harm and assault.

### **How does a site ban work?**

The Executive Head or Head of Academy will write a letter to the adult using the format in Appendix 3, explaining the reason for the site ban and giving a timescale for them to make representations or to make an apology. This time scale is three weeks.

Once the evidence has been gathered and the representations made, the Senior Leadership Team will decide whether or not to uphold the site ban or to lift it. Appendix 2 details the kind of actions that warrant a site ban and how long that site ban would be applied. Each case will be taken on its own merit and this is only a guideline.

Once the time period of the site ban is up, the Executive Head or Head of Academy will review again and conduct a risk assessment, then if acceptable lift the ban. The letter will follow the format of Appendix 4

### **General**

In all of the situations referred to in this policy, adequate documentary records must be made and maintained.

Where the Executive Head determines to limit a person's access to PLT in any of the ways specified in this policy, the Executive Head or Head of Academy will advise staff as soon as possible of the relevant circumstances and the action taken, and any such relevant person on the MAT Board including the CEO.

Parallel Learning Trust reserves the right to seek legal advice on any or all of the issues stated above.

## **Appendix 1**

### **WHAT TO SAY TO ANGRY CHALLENGING ADULTS**

#### **What to say to a person who is shouting or swearing**

"I'm trying to help you, but if you continue to shout and swear, I am going to ask that you call back/re-visit the site at another time."

"I'm sorry. It isn't possible to help whilst listening to that language. If it stops, I can help."

"Would you like to take a minute for yourself before we continue? You can certainly call me back / or I'll find somewhere for you to sit for a second".

"I want to help you but at the moment this is not possible".

#### **What to say to the person who wants to speak to a member of the Senior Leadership Team**

"I'm sorry you feel you need to speak with someone else, but that's the reason I'm here. I have been given full authority to help resolve your concerns. May I have the opportunity to resolve this first?"

"Please give me an opportunity to try and resolve this for you. That's why I'm here."

**Note:** Your tone is critically important with the above statements. You must come across with calm, consistent adult tones and behaviour.

#### **What to say to the rambler or storytelling person**

"Before we hang up I want to be sure to tell you / that you are clear / that you understand..."  
This statement psychologically leads the adult towards the end of the conversation.

"I don't want to take up anymore of your time so let me give you..."  
You can make this statement even when the adult has called you.

"One last thing I need to tell you...."  
"I have all the information I need so I'll now...."

#### **What to say when you need to convey empathy**

"The problem you experienced is no more acceptable to us than it was to you."

"It must have been very frustrating for you to come here to pay dinner money only to find that this is the wrong time."

"It must seem like these things take forever."

### **What to say when you need a graceful exit**

“We see this differently and I am going to have to put more thought into the perspective you have shared with me. It’s helpful for me to understand how you see things. In the meantime, here is what I can do to solve the immediate problem.”

“I’m sorry that I have not been able to help you. If you don’t object, I would like to let a colleague of mine attempt to better meet your needs.”

### **What to say when you want to “safely” apologise**

“Please accept my sincere apology for any frustration this may have caused you.”  
“I am sorry for any misunderstanding you may have experienced.”

## Appendix 2

Table to show the progression in seriousness of incidences on site and the conduct of adults, and the actions open to us as a Trust

Incident	Action that could be taken
<p><b><u>Stage 1</u></b></p> <p>Repeated walking into class uninvited to talk to your child (at least twice in 2 weeks). This includes shouting across the classroom at your child</p> <p>Ignoring school staff several times – but then apologising and complying when asked to.</p> <p>Bringing a dog onto school property</p> <p>Making unreasonable requests to Trust staff – e.g. trying to pay dinner money out of normal times, asking staff not to record lateness of their child and anything else that requires Trust staff to make an exception in their case. Includes repeated offences.</p> <p>Disrespect to school staff – includes vulgar noises, kissing teeth, finger pointing, cutting eyes, inappropriate and rude comments</p> <p>Using a mobile phone on school property in a way that causes a nuisance or disturbance to Trust staff</p> <p>Smoking/littering on Trust property</p>	<p>Year leader/SLT to talk to that parent and remind them of what to do if they need to speak to their child in the school day.</p> <p>Member of school staff to remind the adult of the procedure/policy/rule that has been broken and suggest other ways of dealing with their request or need.</p> <p>Usually dealt with by senior team – ask the parent to take the dog off school property.</p> <p>Member of school staff dealing with that adult will explain calmly the policy and procedures and the reasons for this. For repeated offences a letter from a member of Senior Leadership Team to explain the policy and procedure.</p> <p>Member of staff dealing with the adult will explain calmly what it is that they find unacceptable – e.g. please don't point your finger at me as I am finding that rude. Ask them to stop. Once they have, continue to deal with the issue in the usual way.</p> <p>Adult to be asked politely to refrain from using their mobile phone and the reasons why explained – i.e. staff may want to talk to you about your child, you may inadvertently stand in the doorway or obstruct an exit whilst talking, we encourage conversation between adults and children, it is polite to give those around you your full attention when picking up or dropping off your child.</p> <p>Adult to be asked to politely refrain from smoking/littering on school property as it sets a bad example to children. Ask to pick up the litter.</p>

<p>Smoking directly outside Trust sites in full view of children that attend i.e. when picking up or dropping off</p> <p>Parking illegally outside Trust sites i.e. on the yellow lines, in the disabled bay or on the zig zags</p> <p>Cycling or riding a scooter on Trust property</p> <p>Writing rude, intimidating, sarcastic, inappropriate comments on Trust letters or on social media.</p>	<p>Politely discourage the parents from doing this and explain reasons why but understand that on public footpaths it is not illegal to smoke. Rudeness to Trust staff upon being asked to stop – can be dealt with as a separate issue.</p> <p>Politely request the adult move and explain reasons why. Warn repeat offenders will have their registration numbers reported to the traffic police.</p> <p>Ask person to refrain from this and explain it is a health and safety issue.</p> <p>Phone call to adult asking them if there is anything further the school can do to help and to better understand the reason for the inappropriate comment.</p>
<p><b><u>Stage 2</u></b></p> <p>Repeated stage 1 incidences and...</p> <p>Shouting in the building to no-one in particular but calming down immediately (no swearing/offensive elements included).</p> <p>As above but to members of staff or the school community (no swearing/offensive elements included)</p> <p>Incidences of entering Trust sites with the express purpose of challenging school decisions or behaviour policy in an inappropriate way e.g. seeking out the Teacher/ Senior Leadership Team / Teaching Assistant. To express your dislike at how a situation was handled</p> <p>Trying to get the attention of school staff inappropriately e.g. shouting, tutting, sighing, repeated holding of buzzer, banging on windows, pulling at doors.</p> <p>Bringing a dog onto school site and refusing to take it away.</p>	<p>Member of staff dealing with the adult to ask them to calm down and explain why we don't shout in the building. Letter written by member of senior team to explain policy and give a warning.</p> <p>As above.</p> <p>Get a member of Senior Leadership Team, ask parent to calm down and arrange a meeting to discuss further. Warn them verbally about inappropriate behaviour. Letter confirming date and time of meeting and remind again in writing about conduct.</p> <p>Person dealing with the adult to calm the adult down and attempt to deal with the issue. After the adults' query has been dealt with explain that their behaviour was unacceptable.</p> <p>Member of senior team to write a letter detailing why conduct was unacceptable. Warn that repeat offences will result in a site ban.</p>

<p><b><u>Stage 3</u></b></p> <p>Swearing of ANY kind towards members of Trust staff.</p> <p>Intimidating staff or members of the school community either verbally, physically or electronically.</p> <p>Circulating rumors and gossip about members of Trust staff on Trust property.</p> <p>Approaching other people's children on Trust sites, independently of the school to tell them off for incidences that happened in or out of school time.</p> <p>Approaching other parents, independently of the Trust, on Trust sites to air a grievance about an incident that occurred on/off Trust sites, in/out of school time.</p> <p>Urinating on school property Being drunk/intoxicated on school property but not posing a physical threat to anyone.</p> <p>Bringing a dog onto Trust property and allowing it to defecate/urinate – showing no concern or cause for children's health and safety.</p>	<p>Immediate site ban of at least 1 month – dealt with by senior team.</p> <p>Immediate site ban of 1 month whilst an investigation is carried out.</p> <p>Adult called in for a meeting to explain what the issue is and warned that if it continues there will be a site ban.</p> <p>Adult called in for a meeting to explain that this is not the correct course of action and to reassure that we do deal with incidence ourselves in school – possible site ban if repeat offence and also depending on the level of threat and intimidation towards that child.</p> <p>As above.</p> <p>Immediate site ban 1month Referral to social services</p> <p>Immediate site ban of 1 month – and being asked to clear up the mess themselves. If the request is refused – report to the Police.</p>
<p><b><u>Stage 4</u></b></p> <p>Anyone who is engaged in vexatious complaining - including approaching the press, having not exhausted appropriate communication channels and protocols.</p> <p>Racial/homophobic (hate crime) abuse of any kind of school site.</p> <p>Racial/homophobic (hate crime) abuse of any kind towards any member of our school community.</p> <p>Anyone engaged in overtly promoting extremist material / viewpoints on parallel Learning Trust sites.</p>	<p>All of these examples are ones where we would involve the police or seek legal advice as we see fit. Actions open to us within the law include:</p> <p>Section 222 Local Government Act 1972 – Empowers LA to prosecute an abusive parent or to bring civil proceedings against a parent.</p> <p>Anti-social behaviour orders – imposed under the Crime and Disorder Act 1998 – Prohibits people from doing anything described in that order. If breached they could face a penalty and/or a prison sentence.</p> <p>Protection from Harassment Act 1997 – this could prevent a parent from coming within a certain distance of a school or</p>

	<p>from making phone calls to the Federation or a Teacher's home. Section 4 of this act covers the threat of violence and the racial element.</p>
<p>Trespassing on Trust sites – including refusal to leave when asked.</p> <p>Re-entering the Trust sites after a site ban has been issued.</p> <p>Physical fighting and aggression</p> <p>Verbal aggression, including a combination of shouting, swearing, intimidating body language.</p> <p>Anyone engaged in harassing Trust staff. Defamation – libel/slander towards any member of Trust staff.</p> <p>Threats of violence towards any member of our school community either verbally electronically or physically. Carrying a weapon of any kind onto Trust property - includes any article made or adapted for use causing injury and any article which has a blade or is sharply pointed.</p> <p>Actual bodily violence towards any member of our Parallel Learning Trust community.</p> <p>Vandalism of Trust or staff property</p> <p>Theft of any kind from Trust sites at the hands of an adult.</p>	<p>Criminal Damage Act 1971 – Adult destroys property belonging to the Federation or a teacher. Severe penalties including a fine and a prison sentence, or if the damage was with intent to harm or endanger life – unlimited fine and life imprisonment.</p> <p>Common Assault – in accordance with section 39 of the Criminal Justice Act 1988.</p> <p>Offences Against the Persons Act 1861 – section 47 covers assault occasioning ABH.</p> <p>Public Order Act 1986 – once incident alone is sufficient to constitute a public order offence.</p> <p>Section 5 – lower level – parent/carer causes a disturbance in or outside the school and causes alarm, harassment or distress.</p> <p>Section 4a – creates an intentional form of this offence Section 4 – is more serious where there is fear or provocation of violence (racially aggravated section 31 of Crime and Disorder Act 1998)/</p> <p>Section 3 – Affray – a person uses or threatens unlawful violence such as would cause a reasonable person to fear for safety.</p> <p>Criminal Justice Act 1988 – section 139A this includes any article made or adapted for use causing injury and any article which has a blade or is sharply pointed.</p> <p>Any of the above carry with them a minimum site ban of 3 months and a maximum of 18 months.</p>

## **Appendices**

### *Warning*

Model letter 1: This is an initial letter from the PLT Head of Academy to ensure the parent is clear about behaviour standards expected within PLT Academies. This letter contains a warning about further action if there are other incidents. The letter invites a written response and suggests a meeting.

### *Imposing conditions on the parent's attendance at PLT Academy events.*

Model letter 2: This is a letter from the Executive Head or Head of Academy, informing parents of the Academy's decision to impose conditions on the parent's attendance at PLT Academy events, pending review by the Board of Trustees

Model letter 3: Letter from the Board of Trustees informing parent of her decision to confirm or remove the conditions

### *Imposing a ban*

Model letter 4: Letter from Executive Head or Head of Academy, informing parents of the Academy's intention to impose a ban on their attendance at Academy premises, pending review by the Board of Trustees

Model letter 5: Letter from the Chair of Trustees informing parent of her decision to confirm or remove ban

### *Reviewing the decision to impose conditions or impose a ban*

Model Letter 6: Letter from clerk to Trustees requesting statement from parents to Board of Trustees for review of decision.

Model letter 7: Letter from clerk to the Trustees to confirm the outcome of further reviews of decisions where the imposition of conditions/ban has been extended or removed.

## Model Letter 1 Warning (sent by Head of Academy)

### ***Recorded delivery***

Dear

I have received a report about your conduct at the *-PLT Academy Name-* on [\(enter date and time or details\)](#). This appears to fall far short of that we would expect of a parent of a student at *-PLT Academy Name-*

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

I must inform you that PLT will not tolerate aggression towards members of the Academy community and will act to protect its staff and students from any form of abuse or intimidation. I should warn you that any future conduct of this nature could result in the PLT imposing conditions restricting your access to the school or banning you from contacting or attending the Academy 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 us to meet to discuss the situation and how it can be avoided in the future.

Details of our policy on dealing with abusive parents can be found on our website.

Yours sincerely

**Head of Academy**

**cc: Executive Head of Academy**

## Model Letter: 2 Imposing conditions on the parent's attendance at Academy events, pending review (sent by Head of Academy)

### *Recorded delivery*

Dear

I have received a report from the (name of staff) about your conduct on (Enter Date) at (Enter Academy name)

(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 insulting or aggressive behaviour on your part)

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

I am therefore writing to inform you that I am imposing conditions on the contact you may have with Academy name. 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 head of Academy).
- 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 the Executive Head of Academy. Please consider them to be in force until you receive her confirmation.

The Executive Head of Academy, enter name, will need to decide whether it is appropriate to confirm or overturn this decision. You may, if you wish, send, in writing any comments or observations of your own within 10 working days of the date of this letter to the Executive Head of Academy. 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 Executive Head of Academy will then write to you with the outcome of her decision.

If on receipt of your comments, the Executive Head of Academy considers that my decision should be confirmed, you will be supplied with details of how the conditions will be reviewed.

Yours sincerely

**Head of Academy**  
**cc: Executive Head of Academy**

## **Model Letter 3: Letter to confirm or overturn Head of Academy's decision to impose conditions (sent by Executive Head of Academy)**

### ***Recorded delivery***

Dear

[Head of Academy's name](#) wrote to you on [\(date\)](#) to detail concerns about an incident when your behaviour towards [\(name\)](#) fell short of what we would expect as an academy. You will be aware that she 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 [\(state date\)](#), the contents of which I have considered carefully.

In the circumstances, and after further consideration of the Head of Academy's report and your letter, I have determined that the decision to impose conditions on your contact with [Academy name](#) should be confirmed. The conditions are as follows:

- [\(Copy conditions from HT's letter\)](#)

This decision will be reviewed by the Executive Head of Academy in approximately six months' time. The Executive Head of Academy will write to you in advance of the meeting to ask you to provide a written statement for consideration. When deciding whether it will be necessary to extend the application of conditions to attend Academy 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 Academy in other respects.

OR

In the circumstances, and after further consideration of the Head of Academy's report and your letter, I have determined that the decision to impose conditions on you should be overturned. You may hence attend [\(Academy Name\)](#) events as normal. However, should there be a repeat of inappropriate behaviour towards staff all of the above sanctions may be applied.

Yours sincerely,

**Executive Head of Academy**  
**cc: Head of Academy**

## **Model Letter 4: Imposition of a ban on contacting or attending the Academy, pending review (sent by Head of Academy)**

### ***Recorded delivery***

Dear (Name adult)

I have received a report from the (name of staff) about your conduct on (Date) at (Name Academy)

(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 insulting or aggressive behaviour on your part.

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

I am therefore writing to inform you that I am recommending imposing a ban on you attending or contacting (Name Academy). This means you may not attend (Name Academy) 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 arranged meetings to discuss your child's progress. This meeting will be with me. I will contact you to arrange the time of this meeting.

The restrictions above are provisional until they have been reviewed by the Executive Head of Academy. Please consider them to be in force until you receive confirmation.

Executive Head of Academy (name), will need to decide whether it is appropriate to confirm or overturn this decision. Please send, 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 Executive Head of Academy considers that my decision should be confirmed, you will be supplied with details of how this ban will be reviewed.

Yours sincerely

**Head of Academy**  
**cc: Executive Head of Academy**

## **Model Letter 5: Letter to confirm or overturn Head of Academy's decision to impose a ban (sent by Executive Head of Academy)**

### ***Recorded delivery***

Dear

(Name of Head of Academy) Head of Academy, 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 we have 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 ((Date) the contents of which I have considered carefully.

In the circumstances, and after further consideration of the Head of Academy'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 (Academy Name) 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 your child's progress meeting. This meeting will be with a member of the Senior Leadership Team.

This decision will be reviewed in six months' time by the Executive Head of Academy. We will write to you in advance 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 (Academy Name) 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 Academy in other respects.

OR

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

Yours sincerely

**Executive Head of Academy**  
**cc: Head of Academy.**

## **Model Letter 6: Letter from Executive Head of Academy requesting parents' statement for review.**

### ***Recorded delivery***

Dear

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

This decision will be reviewed by the Executive Head of Academy (date).

I am writing to ask whether you would like to make a written statement to be considered, 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

**Head of Academy**

## Model Letter 7: Letter detailing outcome of Executive Head of Academy

Dear

I wrote to you on (date) to request a statement to enable The Executive Head of Academy, to review the Academy's decision to impose conditions/ban you from attending (Academy Name) premises.

I have not received a written response from you/I have received a letter from you dated (date), the contents of which were considered carefully by the Executive Head of Academy by (date).

In the circumstances, and after further consideration of the Head of Academy's report (and your letter), The Executive Head of Academy has determined that the decision to impose conditions/ban you from attending or contacting (Academy Name) attend should be confirmed. The conditions of your attendance

on site

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are as follows:

You must be accompanied to any meeting with a member of Academy staff  
You may not contact by telephone or in writing any member of staff. You may contact either The Head of Academy or Deputy Head of Academy.  
You may not attend any events for parents except those where you will be accompanied by a member of the senior leadership of the Academy.  
Any other condition imposed

OR

child's progress. This meeting will be conducted by (Name staff member).

You must not attend any event at (Academy Name) except for an arranged meeting regarding pupil progress.

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 (Name Academy), 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 Academy in other respects.

OR

In the circumstances, and after further consideration of the Head of Academy's report and your letter, The Executive Head of Academy has 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

**Executive Head of Academy**  
**cc: Head of Academy**