



# Locally Managed Schools

## Dealing with Abuse, Threats and Violence Towards School Staff

### Joint LEA-Police Guidance for Schools



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2002-2003  
Libraries as a Community Resource  
Transition in Education  
2001-2002  
Local Health Strategies  
2000-2001  
Helping Care Leavers  
Tackling School Failure

# **DEALING WITH ABUSE, THREATS AND VIOLENCE TOWARDS SCHOOL STAFF**

## **JOINT LEA-POLICE GUIDANCE FOR SCHOOLS**

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## **1. Introduction**

- 1.1 Suffolk County Council, as the Local Education Authority, is responsible for protecting the health and safety of its staff in community and voluntary controlled schools and shares a duty of care in relation to their physical and emotional well-being with the governing bodies and headteachers of these schools. In the case of foundation and voluntary aided schools, this responsibility and duty of care rest with the governing body and headteacher.
- 1.2 Suffolk County Council believes that violence, threatening behaviour and abuse against school staff are unacceptable and should not be tolerated. Where such behaviour occurs, Suffolk County Council and Suffolk Constabulary will take all reasonable and appropriate action in support of schools and their staff.
- 1.3 The guidance contained in this booklet reflects the advice issued to local education authorities by the Department for Education and Skills in its document entitled "A Legal Toolkit for Schools: Tackling abuse, threats and violence towards members of the school community" (DfES Publications 2002).
- 1.4 The views of headteachers, teachers and other school employees in Suffolk have been sought through their union representatives and the LEA is grateful for their co-operation and assistance in the preparation of this guidance.

## **2. Scope of the Booklet**

2. This booklet provides advice and guidance to schools on their response to abuse, threats and violence towards school staff from parents, guardians and other visitors. It does not deal with such behaviour on the part of pupils since separate guidance is available from the County Council on the handling of incidents involving children and young people.

## **3. Abusive, Threatening and Violent Behaviour**

- 3.1 All school staff have a right to expect that their school is a safe place in which to work and that prompt and appropriate action will be taken on their behalf if they are subjected to abuse, threats or violence by parents and other adults on school premises.
- 3.2 The most common example of unreasonable behaviour is abusive and aggressive language for which the most widely used remedy, where informal action is not considered to be appropriate or has proved to be ineffective, is the withdrawal of permission to be on school premises (See Section 9 below).
- 3.3 Where a person recklessly or intentionally applies unlawful force on another or puts another in fear of an immediate attack, it is an offence in law which constitutes an assault. The LEA would normally expect the Police to be contacted immediately in such cases (See Sections 4 and 10 below).
- 3.4 There are three categories of assault, based on the severity of the injury to the victim:

(a) **Common Assault**

- involving the threat of immediate violence or causing minor injury (such as a graze, reddening of the skin or minor bruise).

(b) **Actual Bodily Harm**

- causing an injury which interferes with the health or comfort of the victim (such as multiple bruising, broken tooth or temporary sensory loss).

(c) **Grievous Bodily Harm**

- causing serious injury (such as a broken bone or an injury requiring lengthy treatment).

3.5 There is also a racially aggravated form of assault, where there is a racial element to the offence, which carries higher maximum penalties.

3.6 It is important to note that **no physical attack or injury** needs to have occurred for a common assault to have taken place. It is sufficient for a person to have been threatened with immediate violence and put in fear of a physical attack for an offence to have been committed.

#### **4. Police Powers and Assistance**

4.1 Individual circumstances will influence the decision as to whether a particular incident should be reported to the Police. The Police would expect to be involved where there is a clear injury (whether physical or emotional) and acknowledge that other factors may need to be taken into account such as the previous behaviour of the offender and the likelihood of a repetition if action is not taken to prevent it.

4.2 The Police would normally expect incidents of abuse, threatening behaviour and common assault carried out on a member of staff by a pupil to be dealt with by the headteacher in accordance with the school's behaviour policy and the LEA's guidance on pupil restraint and control.

4.3 The Police have discretion to deal with incidents and offences in the light of individual circumstances. This includes, in most instances of assault, the power of arrest. It does not mean, however, that the involvement of the Police will automatically lead to a criminal charge and court proceedings (See 10.10 below)

4.4 Possible actions which can be taken by the Police following investigation include:

- arrest
- informal verbal warning or advice
- reprimand or final warning (for a youth aged 10-17 years) or caution (for an adult)
- formal charge
- summons to appear in court

- 4.5 The Magistrates' Court also has the power to impose an 'Anti-Social Behaviour Order' against an individual who consistently causes problems on school premises. This order imposes restrictions on behaviour and a possible location ban.
- 4.6 In assessing their response, the Police will have particular regard to:
- (i) the 'gravity factor' arising from the fact that, in the case of a school employee, the victim was acting in the capacity of a public servant at the time of the assault;
  - (ii) the newly-introduced 'Victim Personal Statement' (VPS) and what it reveals about the adverse effects of the assault as suffered and perceived by the victim.
- 4.7 All Sector Commanders in Suffolk have been instructed by the Chief Constable to remind their officers about the relevance of the 'gravity factor' in relation to assaults on school staff and to ensure that due weight is attached to it in determining the nature and level of the police response.
- 4.8 In certain circumstances a Sector Commander may be willing to introduce, for a limited period of time, a locally agreed programme of positive action in response to intense or prolonged pressures or threats from a particular parent or family member which results in a specific offence being committed (see 3.4 above). This could be particularly helpful where an individual member of staff feels that he or she is being specifically targeted or victimised and is in need of more pro-active support and protection. The Sector Commander will also work closely with the Crown Prosecution Service in such circumstances.

Headteachers who wish to pursue such a strategy should consult the Area Education Manager before contacting their Sector Commander (See Appendix E for contact details).

## **5. Training for School Staff**

- 5.1 Training in personal safety and conflict management can play a key part in assisting school staff:
- to improve their confidence and skills in dealing with aggression and with the resulting stress
  - to defuse potentially difficult and dangerous situations
  - to avoid, reduce and prevent violent attacks
  - to minimise the risk of personal injury
- 5.2 The County Council has established a personal safety training programme – 'SchoolSAFE' – which is currently available at no cost to all schools and their staff in Suffolk. It is part of the County Council's overall UNISAFE training programme which is designed to train staff in a wide range of different settings and which has received national recognition.

5.3 The SchoolSAFE Programme aims to provide quality training, by accredited schoolsafe trainers, which emphasises personal safety and enables each school to develop its own strategy for action.

5.4 The programme comprises:

- a core programme, available to all staff
- an advanced module ('Dealing with Conflict') aimed at those who want to improve their skills in dealing constructively with conflict
- an advanced module (Risk Management) which offers training in risk assessment, reporting and recording, action planning, review and maintenance
- an advanced module ('Physical De-escalation Skills') which shows staff how to deal safely with difficult and dangerous behaviour
- a Facilitators' Course which provides nominated staff from each school with further training, accreditation and support

## **6. School Policies For Dealing with Incidents**

6.1 The DfES recommends that all schools should draw up a policy covering incidents involving abusive, threatening or violent parents and other visitors.

6.2 In considering and approving the policy, the Governing Body should set it in the context of its overall policy and strategies for the management of Health and Safety.

6.3 A policy can provide an agreed, consistent and readily available set of procedures on:

- what to do when an incident arises
- who to contact during an emergency
- how to record and report the incident
- what follow-up action should be taken
- what support is available from the employer

6.4 Further advice on the key points to be included in a school policy is set out in Appendix A.

## **7. School Risk Assessments**

7.1 The DfES also recommends that all schools should prepare an assessment of risk to staff and others arising from the behaviour of abusive, threatening or violent parents and other visitors. In some instances, the school may need to carry out a risk assessment in relation to a specific individual whose behaviour has been, or may be, a cause for concern.

7.2 A risk assessment should:

- identify and assess the risks
- determine appropriate actions
- monitor the results
- provide feedback

7.3 The process of carrying out a risk assessment need not be complicated; it involves asking relatively simple questions and providing straightforward answers which will ensure that the risks of violence are identified, avoided or reduced and managed for the benefit of all staff.

7.4 Advice to guide schools through the process and to assist them in drawing up an action plan is set out in Appendix B.

## **8. Recording and Reporting Incidents**

8.1 The recording and reporting of incidents involving abuse, threats or violence to members of staff are important because they can enable the County Council, schools and employees:

- to meet their statutory duties in compliance with the Health and Safety At Work Act and Regulations, the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and Social Security Regulations
- to collect evidence which may later be necessary if proceedings are brought against an alleged assailant
- to assist the County Council's insurers should any claim for compensation be made
- to help in reviewing policies and informing future risk assessments

8.2 The County Council's policy and guidance on this issue are set out in the document entitled 'Recording and Reporting Incidents In Schools and Other Education Premises', copies of which have been distributed to all schools. This should be read in conjunction with the booklet 'What To Do If There Is An Injury In School – A Checklist for Headteachers'. These documents are revised and updated from time to time. The latest versions are available on the Schools' Portal.

8.3 The policy and guidance document includes a copy of the County Council's Incident Report Form (IRF), together with advice on how to complete it. This should be used for recording all incidents, including those involving abuse, threats and violence to school staff from parents and other visitors.

8.4 Schools should also complete the Supplementary Record (Form ATV) which is included as Appendix C in this booklet. This form is a modified version of the model form recommended by the DfES. It is supplementary to the IRF and allows the recording of certain additional information which will assist any follow-up action taken by the school, LEA and Police.

## **9. Banning Parents and Other Visitors From School Premises**

- 9.1 Section 206 of the Education Act 2002 makes it a criminal offence punishable with a fine of up to £500 for a person to trespass on school premises and cause a nuisance or disturbance.
- 9.2 Parents and some other visitors normally have implied permission to be on school premises at certain times and for certain purposes and they will not therefore be trespassers unless the implied permission is withdrawn.
- 9.3 If a parent or other person behaves unreasonably on school premises a letter should be sent to them withdrawing the implied permission for them to be there. Model letters are set out in Appendix D. The initial letter should be sent by the headteacher unless he or she has been personally involved in an incident and would prefer the letter to be sent by the Area Education Manager on behalf of the school.
- 9.4 If a person who has been banned subsequently trespasses and causes a nuisance or disturbance the matter should be referred to the County Council's Head of Legal Services who will write a warning letter.
- 9.5 Further breaches may lead to prosecution of the person concerned by either the Police or the Head of Legal Services. In the case of a voluntary aided school such action must be authorised by the governing body.
- 9.6 It is important throughout this process that full records are kept of each incident, including details of any person(s) who witnessed the behaviour of the trespasser(s) since evidence will need to be provided to the Court (See also Section 8).
- 9.7 Anyone who is dissatisfied with the ban and wishes to object against it should be referred to the school's General Complaints Procedure for Parents and Others. This allows for an independent investigation to be carried out by the Area Education Manager on behalf of the Chair of Governors. If the complainant remains dissatisfied after the investigation, there is recourse to the Governors' Hearings Committee.

## **10. Dealing with an Incident**

- 10.1 Suffolk County Council and Suffolk Constabulary would normally expect all cases of assault, and all but the most minor of other incidents, to be regarded as serious matters which should be reported to the Police and followed up with due care, attention and rigour.
- 10.2 All parties involved should take into account the needs, views, feelings and wishes of the victim at every stage. The school needs to ensure that sympathetic and practical help, support and counselling are made available to the victim both at the time of the incident and subsequently.

- 10.3 A range of support can be obtained:
- from the headteacher and/or a staff colleague
  - from the member of staff's trade union
  - if the school has purchased it, from the County Council's Employee Assistance Programme
  - through the national 'Teacher Line' (on 0800 562 561)
  - from Victim Support or the County Council on giving evidence in court
- 10.4 The 999 call system should always be used when the immediate attendance of a Police Officer is required. The Police support the use of 999 in all cases where:
- there is danger to life
  - there is a likelihood of violence
  - an assault is, or is believed to be, in progress
  - the offender is on the premises
  - the offence has just occurred and an early arrest is likely
- 10.5 In non-urgent cases, where the incident is not thought to be an emergency but police involvement is nevertheless required, the Force Operations Room should be contacted on 01473 613500 so that an incident log can be created for possible further reference.
- 10.6 All 999 calls receive an immediate response. Unless other arrangements are agreed at the time, other (non-emergency) calls will normally result in attendance within eight hours (and within 24 hours at the latest).
- 10.7 When they attend the school, the Police will take written statements from the victim (including a 'Victim Personal Statement' – see Paragraph 4.5 above) and obtain evidence in order to investigate the offence in the most appropriate and effective manner.
- 10.8 The Police will also take into account any views expressed by the headteacher as to the action which the school would like to see taken. The headteacher should, therefore, speak to the victim and be aware of his or her views before confirming with the Police how the school would wish them to proceed. Advice is available to the headteacher at this and at all other stages from the Area Education Manager and area staff (See Appendix E for LEA contact details).
- 10.9 In certain cases the victim may be asked by the Police if he or she wishes to make a complaint or allegation against the alleged offender. In such situations it is important to ensure that the victim has the opportunity to discuss the matter with the headteacher, a colleague, friend or union representative before deciding on their response. It may be helpful for the victim to be assured at this stage that, if there is a need subsequently to give evidence in court, support can be provided by the Head of Legal Services if it is not available from Victim Support.
- 10.10 The decision on whether or not to prosecute is made by the Police or Crown Prosecution Service (CPS) on the basis of the evidence and with due regard to the relevant gravity or public interest factors, including the VPS (see 10.7 above).

10.11 The Head of Legal services has advised that, in the absence of a prosecution supported by the CPS, a private prosecution is most unlikely to succeed. The LEA will, however, judge every incident on its merits and will consider, in consultation with the headteacher and governors and in conjunction with the employee and trade union involved, the need for further action in cases where an employee has been assaulted and the CPS has decided against a prosecution.

## **11. Harassment**

11.1 Situations can arise where staff find themselves subjected to a pattern of persistent and unreasonable behaviour from individual parents which is not abusive or overtly aggressive but which can 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 Police have powers to take action against the offender.

11.2 Such situations are comparatively rare but, when they do arise, they can have a damaging effect on school staff and be very difficult to resolve. If the actions of a parent appear to be heading in this direction, the headteacher should contact the Area Education Manager for advice and support. An option at this stage, for example, would be the banning of the parent from the school premises (See Section 9 above).

11.3 Where the parent's behaviour merits it, the headteacher, with another member of staff present, should inform the parent clearly but sensitively that staff feel unduly harassed and are considering making a complaint to the Police if the behaviour does not desist or improve. The parent should be left in no doubt about the gravity of the situation.

11.4 Headteachers might wish to consider in such circumstances advising the parent to make a formal complaint against the school through the General Complaints Procedure for Parents and Others. This provides for an independent investigation by the LEA of complaints where parents are dissatisfied with the school's response to their concerns. If the LEA investigates and comes to the conclusion that the parent's expectations and demands are unreasonable, and that they are having a detrimental effect on staff, the findings can strengthen the headteacher's position in further discussions with the parent and subsequently, if necessary, with the Police.

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### DRAWING UP A SCHOOL POLICY

It is important that all schools have a policy for dealing with incidents involving abuse, threats and violence, as recommended by the DfES. Policies will vary from school to school, reflecting their different circumstances and needs, but there are a number of elements which are likely to feature in all policies. The following suggestions may provide a useful framework and checklist for schools.

#### Measures to avoid, prevent and minimise incidents

- The designation of the headteacher or senior member of staff to take the lead role in relation to the policy
- The nomination of a governor to oversee the implementation of the policy on behalf of the governing body
- Details of the school's risk assessment and related action plan (See Section 6 and Appendix B), including a timetable for their production and subsequent review
- The school's use of the training available through the schoolSAFE Programme (See Section 6), including details of the timescale over which all staff will be trained and updated at regular intervals.
- Advice to staff about how they should act and behave in the event of an incident (e.g. Speak calmly and without raising the voice. Be assertive but not aggressive. Be polite but firm. Seek assistance. Think about an escape route, should the need arise. Walk away etc).
- Details of the action taken to ensure that **all** staff are aware of the guidance contained in this booklet.
- The prominent display of a suitably worded poster in the reception area. A suggested wording (based on advice from the DfES) is:
  - *We welcome visitors to our school*
  - *We will act to ensure that it is a safe place for pupils, staff and all other members of the school community*
  - *If visitors threaten or assault anyone in the school, or persist in abusive behaviour, they will be removed from the premises and may be prosecuted.*

#### Action when an incident occurs

- The expectation that all staff will respond in accordance with the advice previously issued to them
- The procedures to be followed in response to an incident (Section 10)

### **Contacts in an emergency**

- Advice to all staff based on the guidance in Sections 4 and 9
- Details of the relevant LEA contact points (Appendix E)

### **Recording and reporting the incident**

- The requirements relating to the recording and reporting of incidents
- Information based on Section 8 and Appendix C
- An expectation that all staff will be familiar with the relevant forms and will use them for reporting and recording incidents

### **Follow-up action**

- Details of the range of support available for the victim (Sections 6 and 10)
- The school's approach to the banning of parents and others from school premises (Section 9 and Appendix D)
- Advice about police involvement (Sections 4 and 10)

### **Support from the employer**

- Details of the SchoolSAFE Training Programme (Section 5)
- Information about counselling and support (Section 10)
- The role of union representatives (Paragraph 10.3 and 10.11)
- Preparation for a court appearance (Paragraph 10.9)
- Strategies to deal with cases of parental harassment (Paragraph 4.7 and Section 11)

### CARRYING OUT A SCHOOL RISK ASSESSMENT

There are steps which schools can take, by way of precautionary and preventative action, which help to avoid, prevent, minimise or mitigate incidents where staff might be subjected to abuse, threats and violence.

The following is a suggested aid to the process of risk assessment and planning which is based on an audit tool proposed by the National Task Force on Violence Against Social Care Staff. It comprises **Six Steps**

#### **Step One: Look for Hazards**

- What actually happens to your staff when they are at work?  
Look at your record of incidents. How do you know they reflect the true situation? How do you know your instructions and procedures are being followed? What do your staff and their representatives tell you? You may think violence is not a problem at your workplace: their views may be very different.
- What else do you need to know?
- What are the activities which attract a high risk of violence? e.g: refusing an appointment; delivering unwelcome information; meeting a parent following an incident involving their child (particularly if the parent is known to be aggressive and could therefore constitute a hazard).

#### **Step One: Findings**

#### **Step Two: Identify who might be harmed and how**

- Which of your staff might be affected, including temporary staff or supply teachers ?
- What about administrative staff, such as receptionists? What about the caretaking, cleaning and catering staff who may work alone, very early or late, as well as in isolated locations within the school premises?

- Consider the level of training and skills required in the context of staff's relative vulnerability to assaults. When, how and where could their work bring them into contact with trespassers and potentially violent people? Consider not just physical assault; continued exposure to verbal and racial abuse or threats can create high levels of stress and anxiety, reduce morale and lead to sickness absence.

**Step Two: Findings**

**Step Three: Evaluate the risks – Check out your precautions**

- Consider both the likelihood and the severity of harm which could be caused. The likelihood is, in absolute terms, probably going to be quite small. However, there may be certain potential dangers that you can predict with a degree of certainty and the likelihood of a serious incident in these circumstances is therefore relatively high.
- Your personal experience or knowledge of particular families or individuals may help you to prepare in advance for potentially difficult circumstances. It is important that such knowledge is shared, as appropriate, with colleagues so that the whole school may be prepared and take suitable precautions.
- You need to check your existing precautions are adequate. When did you last do this? What are they? What else do you need to do?
- Prioritise the risks by reference to their potential seriousness and by the numbers of staff likely to be affected by them.

**Step Three: Findings**

#### **Step Four: Minimise the risks**

- The most effective precaution is to avoid risks altogether. This is not always possible so consider the steps which can be taken to minimise the risk.
- Consider your findings so far and consider if there are any changes which could usefully be made to:
  - the jobs people do
  - the way they have to work. What protection do you provide for staff in isolated and / or vulnerable settings?
  - the way jobs are done and the way visitors to the school are received and treated
  - the workplace, including layout and means of calling assistance
  - the information given to staff and the way it is communicated. Are **all** staff included (e.g. uniformly or on a need-to-know basis)?
  - your response to incidents and procedures for dealing with them
  - your incident recording system. Are all staff aware of the importance of reporting and recording incidents and how to do it?
  - consider training. Is it directed at the risks and at relevant staff? Has the school made use of the Schoolsafe training? Were the caretaking staff included? (they may be a high risk group).

#### **Step Four: Findings**

#### **Step Five: Review and revise**

- It is important to check that your risk assessment remains valid at regular intervals and in the light of incidents that occur

- Ensure that arrangements are in place:
  - to carry out annual reviews
  - to re-assess your policy and procedures after a significant incident
  - to involve others in the review process
  - to monitor that written procedures are being followed, modified and extended as and when appropriate

**Step Six: Draw up an action plan**

- Review all the findings from Steps One to Five and identify the points for action
- Prepare an action plan which will address these points for action in terms of:
  - priorities
  - persons responsible
  - timescales
  - resources
  - monitoring
  - evaluation
  - review
- Consider whether the school would benefit from the training in risk management provided by the County Council's SchoolSAFE Team. This module is designed to assist schools that are in the process of introducing, implementing or revising risk assessment procedures.

For further details, contact Paul Nunnan – Administrator

on 01473 584859 or [paul.nunnan@pers.suffolkcc.gov.uk](mailto:paul.nunnan@pers.suffolkcc.gov.uk)

**SUPPLEMENTARY INCIDENT RECORD (Form ATV)**

In the event of an incident involving abuse, threats or violence to a member of staff from a parent or other visitor / trespasser, this record should be appended to the school's copy of the County Council's Incident Report Form. It does not need to be sent routinely to the LEA.

This record should be completed as soon as possible after the incident. Discussion between witnesses should not precede completion of the record, as this might lead to allegations of collusion.

Date of the incident \_\_\_\_\_

Reference number of County Council Incident Report Form sent to LEA.

\_\_\_\_\_

(This number is found on the top right hand corner (front and back) of the Incident Report Form).

**Incident details (if not already recorded on the Incident Report Form)**

1. Details of trespasser/assailant(s) (if known)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Details of any relationship between member of staff and trespasser/assailant

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Precise location of incident (attach sketch if appropriate)

4. **Other details:** Describe incident, including, where relevant, events leading up to it: Relevant details of trespasser/assailant not given above; whether a weapon was involved; who else was present etc.

**OUTCOME**

E.g. Were the police called? Was the trespasser/assailant removed from the premises under section 206? What happened after the incident – was any legal action taken?

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**Other information (to be completed as appropriate)**

Possible contributory factors

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**Is the trespasser/assailant known to have been involved in any previous incidents?**

Yes No (circle appropriate response)

**If relevant, list Incident Report Form numbers of previous incidents**

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Was a review of any risk assessment undertaken after previous incidents? If so, could any measures taken to prevent a recurrence of earlier incidents be improved?

**How ?**

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**Who has responsibility for revising the risk assessment after this incident and when is this to be completed ?**

\_\_\_\_\_ **Date** \_\_\_\_\_

Name and contact details of police officer involved \_\_\_\_\_  
\_\_\_\_\_

Police incident number or Crime reference number \_\_\_\_\_  
\_\_\_\_\_

## MODEL LETTERS WITHDRAWING OR REINSTATING PERMISSION TO BE ON SCHOOL PREMISES

### Letter 1(a): Initial letter to a parent.

*To be sent by the Headteacher or Area Education Manager (and amended accordingly).*

### RECORDED DELIVERY

Dear

*I am writing / I have received a report from the headteacher at (insert name) School about your conduct on (enter date and time).*

[Add summary of the incident and of its effect on staff, pupils, other parents].

I must inform you that the *School / Local Education Authority* will not tolerate conduct of this nature on its premises and will act to defend its staff and pupils. *On behalf of the governing body / On the advice of the headteacher* I am therefore instructing that (for a temporary period) you are not to reappear on the premises of the school. If you do not comply with this instruction I shall arrange for you to be removed from the premises and prosecuted under Section 206 of the Education Act 2002. If convicted under this section, you are liable to a fine of up to £500.

In the case of a primary school include: For the duration of this decision you may bring your son(s)/daughter(s) (complete as appropriate) to school and collect them/him/her (delete as appropriate) at the end of the school day, but you must not go beyond the school gate.

(In the case of infant children, also insert) Arrangements have been made for your (delete as appropriate) son(s)/daughter(s) (insert child/rens names) to be collected, and returned to you, at the school gate by a member of the schools staff.

The withdrawal of permission for you to enter the school premises takes effect straightaway. However I still need to decide whether it is appropriate to confirm this decision. Before I do so, I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to *this letter / the report which I have received from the headteacher*. These comments may include any expressions of regret on your part and any assurances you are prepared to give about your future good conduct. To enable me to take a decision on this matter at an early point, you are asked to send me any written comments you wish to make by (state date ten working days from the date of letter).

If on receipt of your comments I consider that my decision should be confirmed, you will be supplied with details of how to pursue a review of the circumstances of your case.

Yours sincerely,

*Headteacher / Area Education Manager*

**Letter 1(b): Initial letter to non-parent/member of the public.**

To be sent by the Headteacher or Area Education Manager (and amended accordingly)

**RECORDED DELIVERY**

Dear

*I am writing / I have received a report from the headteacher at (insert name) School about your conduct on (enter date and time).*

**[Add summary of the incident and of its effect on staff, pupils, other parents].**

I must inform you that the *school / Local Education Authority* will not tolerate conduct of this nature on its premises and will act to defend its staff and pupils. *On behalf of the Governing Body / On the advice of the headteacher* I am therefore instructing that you are not to reappear on the premises of the school. If you do not comply with this instruction I shall arrange for you to be removed from the premises and prosecuted under Section 206 of the Education Act 2002. If convicted, you are liable to a fine of up to £500.

Yours sincerely,

*Headteacher / Area Education Manager*

**Letter 2: Follow up letter to a parent**

To be sent by the Headteacher or Area Education Manager (and amended accordingly)

**RECORDED DELIVERY**

Dear

On (give date) I wrote to you informing you that *on behalf of the governing body / on the advice of the headteacher* I had withdrawn permission for you to come onto the premises of (insert name) School. To enable the *school / Local Education Authority* to determine whether to confirm this decision for a longer period, I gave you the opportunity to give your written comments on the incident concerned by (give date).

I have not received a written response from you / I have now received a letter from you dated (insert date), the contents of which I have noted. (delete either sentence as appropriate).

In the circumstances, and after further consideration, I have determined that the decision to withdraw permission for you to come onto school premises should be confirmed. I am therefore instructing that until further notice you are not to come onto the premises of the school *without my / the headteacher's* prior knowledge and approval. If you do not comply with this instruction I shall arrange for you to be removed from the premises and prosecuted under section 206 of the Education Act 2002. If convicted, you are liable to a fine of up to £500.

Notwithstanding this decision the school remains committed to the education of your child / children (delete as appropriate), who must continue to attend school as normal (insert in the case of a primary school): under arrangements set out in my previous letter.

*I / The Authority* will take steps to review the continuance of this decision on (give date). When deciding whether it is necessary to extend the withdrawal of permission to come onto the school's premises, *I / the Authority* will take into account 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.

[Include where the parent wishes to complain against the decision to ban]

Finally I would advise you that I have arranged for your complaint to be considered under the School's General Complaints Procedure (details of which are included). You will be contacted about this in due course.

Yours sincerely,

*Headteacher / Area Education Manager*

**Letter 3 (a): Confirming a Temporary Ban.**

To be sent by the Headteacher or Area Education Manager (and amended accordingly)

**RECORDED DELIVERY**

Dear

I wrote to you on (give date) withdrawing permission for you to come onto the premises of (insert name) School until further notice. In that letter I also advised you that I would take steps to review this decision on (give date).

I have now completed the review and have determined that it is not yet appropriate for me to withdraw my decision. (Give a brief summary of reasons).

I therefore advise that the instruction that you are not to come onto the premises of the school without *my / the headteacher's* prior knowledge and approval remains in place until further notice.

I shall undertake a further review of this decision on (give date).

[If the letter is from the headteacher] If you are dissatisfied with this decision, you have a right to complain to the local education authority.

[If the letter is from the LEA] If you are dissatisfied with this decision because you consider it to be unfair, or not to have been made in a correct way, or believe there has been a case of maladministration, you have a further right to a review by the Local Government Ombudsman. They can be contacted at:

21 Queen Anne's Gate  
London  
SW1H 9BU

or alternatively on 020 7915 3210.

Yours sincerely,

*Headteacher / Area Education Manager*

**Letter 3 (b): Lifting a Temporary Ban**

To be sent by the Headteacher or Area Education Manager (and amended accordingly)

**RECORDED DELIVERY**

Dear

On (insert date) I wrote to you informing you that I had temporarily withdrawn permission for you to come onto the premises of (insert name) School. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to let me have your written comments on this incident by (insert date).

I have not received a written response from you / I have now a received a letter from you dated (insert date), the contents of which I have noted. (delete either sentence as appropriate).

In the circumstances, I have decided that it is not necessary to confirm the decision, and I am therefore restoring to you the permission to come onto the school premises, with immediate effect.

Nevertheless I remain very concerned at the incident which occurred on (insert date), and I must warn you that if there is any repetition of your behaviour on that occasion, I shall not hesitate to withdraw permission for you to come onto the premises again.

Yours sincerely,

*Headteacher / Area Education Manager*

**Letter 4: Terminating the Ban after Review**

To be sent by the Headteacher or Area Education Manager (and amended accordingly)

**RECORDED DELIVERY**

Dear

I wrote to you on (give date) informing you that I had withdrawn permission for you to come onto the premises of (insert name) School until further notice. In that letter I also advised you that I would take steps to review this decision on (give date).

I have now completed the review and have decided that it is now appropriate to change that decision. I am therefore restoring to you the permission to come onto the school premises, with immediate effect.

I trust that you can now be relied upon to act in full co-operation with the school and that there will be no further difficulties of the kind which made it necessary for me to prevent you entering the premises. I should point out that if there is any repetition of your behaviour, I shall not hesitate to withdraw permission for you to come onto the premises again.

Yours sincerely,

*Headteacher / Area Education Manager*

**LEA CONTACT DETAILS****Northern Area**

Area Education Manager	01502 405210
Senior Education Officer (School Support)	01502 405212
Area Personnel Officer	01502 405213
Senior Administrative Officer	01502 405221

**Southern Area**

Area Education Manager	01473 584795
Senior Education Officer (School Support)	01473 584922
Area Personnel Officer	01473 584925
Senior Administrative Officer	01473 584927

**Western Area**

Area Education Manager	01284 352102
Senior Education Officer (School Support)	01284 352101
Area Personnel Officer	01284 352104
Senior Administrative Officer	01284 352110

**County Hall**

Senior Education Officer (Personnel)	01473 584663
Health and Safety Manager	01473 584074
Head of Legal Services	01473 584113