



Little Way Catholic
Educational Trust

Parent and Visitor Code of Conduct (Preventing Confrontation and Managing Behaviour)

Approved by:	Trust Board	Date: Feb 2025
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Adopted by:	LGCs	Date:
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Contents

1. Aims and objectives	3
2. Types of harm	3
3. Procedures for Staff in dealing with Incidents involving Violent, Threatening or Abusive Visitors	4
4. Handling an Incident – General Principles	5
5. Action to be taken following an incident	6
6. Banning a parent/visitor from the school	8
7. Appendices:	
A. Incident report form	10
B. Warning letter from the Headteacher	11
C. Banning letter – parent/carer	12
D. Banning letter – public	13
E. Confirmation of ban – parent/carer	14
F. Withdrawal of ban – parent/carer	15
G. Extension of ban – parent/carer	16
H. Formal end of ban from LGC – parent/carer	17
I. Guidance for staff in dealing with confrontation	18
J. Useful websites	20

Aims and Objectives

The Little Way Catholic Educational Trust encourages close links with parents and the community. A positive relationships between home and school are integral to the successful education of each and every child within the trust. We therefore believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse towards members of school staff or the wider school community.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Abuse, threatening behaviour or violence against school staff, or other members of the school community is unacceptable and will not be tolerated. Any incident will be treated seriously and a disruptive visitor may be banned from entering the school or even prosecuted. Abuse, threatening behaviour or violence are not considered to be an acceptable part of any job, nor is it part of the duties of any employee to accept such behaviour. Throughout this document where the term 'visitor' is used it covers any abusive parent or visitor to the school and is not confined to adults. LWCET is committed to reducing the risks of its staff from acts of violence and aggression by:

- Demonstrating to staff that the potential for violence at work is recognised
- Issuing clear procedures/guidelines, which include preventative and protective measures
- Providing adequate training to staff who may be subject to violence or abuse to develop their ability to anticipate violent incidents and deal with them
- Providing appropriate equipment where applicable
- Clarifying violent incident reporting and monitoring procedures
- Encouraging proper reporting of incidents and near misses and ensuring that school staff do not avoid reporting violent incidents in the belief that an assault may suggest a failure on the part of the member of staff concerned
- Supporting staff who have been subject to violent, threatening or abusive behaviour and offering counselling where appropriate
- Allocating adequate resources to support this Policy
- Reviewing this Policy statement and procedures and guidelines regularly.

1. Types of harm

In identifying types of harm, the Trust recognises that staff can be intimidated or threatened by a variety of circumstances, not simply physical assault, which includes:

- Kicking
- Biting

- Punching
- Poking or pushing
- Spitting
- Scratching
- Head butting
- Tripping
- Actions that restrict movement
- Unwanted physical contact which results in no injury
- Use of weapons
- Use of missiles
- Swearing
- Other verbal or written abuse which causes personal offence or distress
- Sexual, racial or other harassment
- Bullying
- Intimidation
- Damage to personal property
- Abusive telephone calls, letters, faxes, emails, website entries, social media posts
- Other aggressive behaviour
- Shouting
- Posturing
- Gestures
- Insults
- Innuendo
- Unreasonable demands or blackmail
- Deliberate silence

2. Procedures for Staff in dealing with Incidents involving Violent, Threatening or Abusive Visitors

Avoiding an Incident

Parents, or members of the public, may arrive in a tense, agitated state and how they are initially communicated with might well make the difference between a minor exchange of words and a violent confrontation.

Sensitivity towards parental difficulties is an asset. Many adults may still be influenced by their own experiences of schooling and other childhood experiences, as well as their consequent expectations for their own children. Over anxious, or even ambitious, parents can feel very vulnerable.

Members of staff are entitled to support from a member of the senior leadership team in handling a potentially difficult discussion with a parent interview and should flag this up with their direct line manager if they feel this support may be required.

The school advises all staff not to engage in work related conversations with parents/carers etc outside of the school boundary. Staff that do risk breaching

confidentiality guidelines and may also be putting themselves at unnecessary risk of abuse.

Warning Signs

Someone who is potentially, or about to become, violent can give out signs and signals that constitute a recognisable warning:

- Agitation
- Tapping the table
- Loud speech/shouting
- Muscle tension in face, hands, limbs; fidgeting, hand-wringing; clenching fists
- Drawing breath in sharply
- Colour of face: pale is dangerous – the body is ready for action; a red face is likely to indicate a bark worse than the bite, but this could change
- Finger- wagging or jabbing
- Inability to be still, even pacing about
- Swearing
- Staring eyes
- Sweating
- Oversensitivity to ideas, suggestions
- Rapid mood swings.

3. Handling an Incident – General Principles

If someone becomes abusive or threatening, staff should consider whether or not you can cope with the situation. Staff should not feel they have to cope with it alone: they should seek help from other people, or leave the meeting altogether. If a member of staff feels that the situation is deteriorating, staff should not hesitate in calling for assistance.

Over the Telephone

If a parent, carer or member of the public begins to exhibit aggressive or abusive behaviour (e.g. use of inappropriate language or verbal threats) towards any member of staff during a telephone call, the member of staff should:

- Calmly state that the language used is unacceptable and that they will end the call if it continues.
- Try to establish the name and contact details of the complainant (and the nature of the complaint if possible) and state that a member of the Leadership Team will return their call as soon as possible.
- End the call. Make notes of what was said immediately on termination of the call and then report the incident to a member of the Leadership Team.
- A member of the Leadership Team will contact the complainant to establish the nature of the complaint and try to resolve the issue.

Written Abuse

If a member of staff receives written correspondence, e.g. letter, e-mail or text of a threatening or abusive nature from a parent, carer or member of the public, this shall be reported immediately to a member of the Leadership Team and a copy retained as evidence. The receiving member of staff will not reply to the correspondence without first agreeing the response with the Leadership Team member or, in preference, the school leader will respond on their behalf.

Whilst the School will make every effort to resolve any issue raised by the complainant, consideration may also be given to involving the police, especially where threats of violence have been made.

Every effort must be made to minimise the likelihood of written abuse through not communicating using personal email or social media direct mail. Staff should only use the agreed school email for communicating with parents and other staff (on school related matters).

It should always be remembered that:

- The physical safety of employees is more important than the security of buildings or property.
- When violence is threatened it is important that reasonable effort is made to control the situation.
- If a situation is out of control it is better to retreat and get away if possible.
- In controlling an incident, involvement of members of the public should be avoided.
- If an implement has been involved in an attack, this should be retained, provided this can be done without any risk.
- Physical intervention or restraint should always be regarded as an absolute last resort.

4. Action to be taken following an incident

The Trust is committed to staff wellbeing following an incident.

Staff should:

- Seek medical attention, if required.
- Report verbally to your headteacher/manager as soon as possible. Other staff may be at risk from the same person.
- Complete an Incident Report Form and pass to your headteacher/manager for investigation, having sought Union advice, if appropriate (Appendix A).
- Take time with your headteacher/manager to discuss the incident and your feelings.
- Ask for assistance if you need it.
- Consider Police involvement, if they are not already involved.

Headteachers should:

- Provide access to a private area for as long as necessary where the member of staff can sit with a friend or colleague.
- Provide assistance, if necessary, for the member of staff to go home/visit their GP/attend hospital etc. A medical assessment of any injury should be made as soon as practicable and, in case of visible injuries, it is helpful to obtain photographs.
- Make time for the employee to talk to you.
- Explain the employee's right to involve the police if they so wish.
- Contact the Police..
- Provide the opportunity for the member of staff to consult his/her trade union representative before submitting their completed Incident Report Form/Statement (Appendix A).
- Report the incident.
- Carry out a thorough investigation into the incident.
- Obtain written statements from witnesses as soon as possible after the incident (the sooner the better).
- All evidence obtained should be retained to support any action taken.
- Maintain regular contact with the person if they are off work because of the incident.
- Make the member of staff aware of the availability of occupational health advice and telephone-based professional counselling through the Employee Assistance Programme (0800 243 458).
- Review risk assessments and procedures following an incident and amend if necessary without delay.
- Ensure other relevant staff are informed of the incident and of any changes to working practices.
- Report the number of incidents to the LGC as part of the Headteacher's termly reporting
- Facilitate training to support staff in dealing with incidents, as required.

In all cases of assault causing actual injury the employee sustaining the injury is advised to make a formal complaint to the Police against the assailant, unless this is considered inappropriate. This decision, although personal, should be discussed with the Headteacher. Employees have joint responsibility with their employer to review any incidents and identify the need for appropriate training and counselling, and specific strategies to reduce the level of risk.

Support Staff

The Trust is committed to support staff's well-being. Occupational Health advice and telephone-based professional counselling is available through the Local Authority's Employee Assistance Programme.

The Trust is committed to reducing the number of confrontational or aggressive conversations. The Headteacher is responsible for ensuring all staff receive appropriate training in how to manage challenging conversations. New members of staff should be made aware of this policy and the procedural guidance found in annex I as part of their induction to the school.

Role of Police

If Headteachers have any concerns or fears regarding a potentially violent, threatening or abusive visitor, they should contact the police in advance for help and advice. The police are keen to support schools in the prevention of such incidents and will not consider any issue too small, if a school has concerns. They will provide advice and support, including being present on the premises when a visit is made, if it is agreed this would be helpful.

Where there has been any kind of affray, where an assault* has resulted in actual injury, or where an employee has been seriously threatened, the police should be called.

**An assault occurs when a person suffers, or is put in immediate fear of, personal injury by the deliberate or reckless act of another.*

Any incidents of a less serious or ambiguous nature should still be discussed with the police. In all cases of assault causing actual injury the employee sustaining the injury is advised to make a formal complaint to the police against the assailant, unless this is considered inappropriate. This decision, although personal, should be discussed with the Headteacher. Assault is a criminal offence which may result in prosecution at court.

Contacting the Police

For non-urgent, preventative advice and support the non-emergency number for the police is 101. Whenever there is an emergency and urgent support is required, the emergency 999 number should be used.

Reporting Procedures

As the employer, the Trust has a duty to ensure a safe and secure workplace. It is therefore imperative that incidents are properly reported. All staff must ensure that all incidents are properly reported and the appropriate senior member of staff or Headteacher is responsible for acting upon such report, so that recurrence can be prevented.

It is important to record the circumstances that led to the confrontation as this may help identify what events may have triggered the incident and what systems or procedures may need revision.

As soon as practicable after the incident, a written Statement/ Incident report Form (Appendix A) should be prepared by the member of staff concerned which includes the circumstances leading up to the incident. Staff members must provide sufficient detail to help identify appropriate preventive measures, and to help assess whether those measures were successful. Where appropriate, staff should comment on:

- Where the incident occurred, including physical environment; the time of day;
- Activity at the time of the incident

- Details of the harmer
- The relationship between the harmed and the harmer
- An account of what happened
- The outcome
- If preventive measures have been introduced, did they help?

The Headteacher should inform the Chair of the Local Governance Committee in confidence following each incident. Where required the Trust should also be informed. The school will need to retain proper evidence so that it can be used to support any action taken.

Recording details of incidents will support the school in reviewing procedures and should inform future risk assessments.

5. Banning a parent/visitor from the school

The school reserves the right to impose a temporary or permanent ban from the school premises on any parent/carer or member of the public who has demonstrated aggressive or abusive behaviour towards any member of staff, student, visitor or volunteer at the school. This decision shall be made by the Headteacher in consultation with the Chair of the Local Governing Committee and the length of any ban shall be proportionate to the nature and circumstances of the incident. In the case of a parent/carer, prior to a ban being imposed (except in urgent situations), the Headteacher/Chair of LGC shall write to the individual indicating that a ban from the premises is being considered, stating the reasons for this and the date by which any written representations by the individual should be received by the school before the decision is made. In urgent situations, the Headteacher may impose an immediate temporary ban in writing and provide the parent/carer the opportunity to make written representations prior to formalising any extension to the ban. Where the decision to impose a ban is made, notification of the ban shall be in writing and shall clearly state:

- The reason for the ban being imposed
- The date of commencement of the ban
- A date by which any written representations by the individual should be received by the School
- A date for review of the ban and how this will be arranged (including any reparation that may be required by the School, e.g. a written apology)
- Provision to be made (if a parent or carer) for access to their child during the school day, e.g. should an emergency occur and the process to be followed should the parent/carer wish to contact the school or need to attend meetings at the School
- What action will be taken to remove the individual from the premises should the ban be breached.* The banned individual will be invited to make written representations and to attend a review meeting (accompanied by a friend or relative if required) with the Headteacher and/or a panel of Governors/police representative (this may take place away from the school site if appropriate).

The Panel will review the ban and consider whether to lift it, make it permanent or continue it for a specified period. The Headteacher may remove the ban at any time prior to the review date if appropriate resolution has been achieved. Any ban imposed will not prevent or affect the outcome of the school's investigation into any complaints raised by the individual concerned. These will be handled as per the school's Complaints Policy/Procedure.

Equal Opportunities Statement

This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation.

Annex A

Incident report form

Relevant incidents include trespass, nuisance or disturbance on school premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to property. Where possible, the form should be completed before any discussion between witnesses is possible, as this might lead to allegations of collusion. This form should be completed as fully as possible please, using a continuation sheet, if necessary. For any incident involving or witnessed by a pupil or parent/carer/visitor, a member of staff should complete the form on their behalf. The completed form should be passed to the head teacher, for appropriate action and recording.

Incident Report Form	
Date of incident	
Time of incident	
Name of person reporting incident	
Date incident reported	
Member of staff recording incident	
Date incident recorded	
Name(s) of person(s) causing harm (where name(s) is/are unknown, provide other details of which may allow their identification)	
Status(es) (parents/carers/visitors/trespassers)	
Full description of incident (e.g. names of persons involved; location; nature of any injuries; attendance of emergency services)	
Names of any witnesses Initial action/outcome (e.g. Informal conciliation; police intervention; warning or banning letter issued)	
Summary of subsequent actions taken by the school, including risk assessments	
Linked incidents (if any)	

Annex B

(Warning letter from the head teacher: to parent/carer with child/ren at the school)

Recorded delivery & read receipt on email

Dear

I have received a report about your conduct at the school on (enter date and time). (Add factual summary of the incident and of its effect on staff, pupils, other parents.)

I must inform you that neither the Local Governing Committee nor the Little Way Catholic Educational Trust will tolerate conduct of this nature on its premises and will act to protect its staff and pupils. Therefore, if in the future, I receive any reports of conduct of this nature I will be forced to consider removing your permission to enter the school grounds and buildings. If you do not comply with that instruction, I will be able to arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. If convicted under this section, you are liable to a fine of up to £500.

Nevertheless, 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. 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).

Yours sincerely,

Head Teacher

Annex C

(Banning letter from the Local Governing Committee: to parent/carer with child/ren at the school)

Recorded delivery & read receipt on email

Dear

I have received a report from the head teacher at (insert name) School about your conduct on (enter date and time). (Add factual summary of the incident and of its effect on staff, pupils, other parents.)

I must inform you that the Little Way Catholic Educational Trust and our Local Governing Committee will not tolerate conduct of this nature on its premises and will act to protect its staff and pupils. On the advice of the head teacher I am therefore instructing that until (add date) you are not to enter the premises of the school. If you do not comply with this instruction, I may arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. 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 school's 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 the report which I have received from the head teacher. 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, or extended, you will be supplied with details of how to pursue a review of the circumstances of your case. In any event, the decision to withdraw your permission to enter the school premises will be reviewed by (complete as

appropriate). That review will take account of any representations that you may have made and of your subsequent conduct.

Yours sincerely, Chair of Local Governing Committee

Annex D

(Banning Letter, from the LGC: to member of the public)

Recorded delivery & read receipt on email

Dear

I have received a report from the head teacher at (insert name) school about your conduct on (enter date and time). (Add factual summary of the incident and of its effect on staff, pupils, other parents.)

I must inform you that the Local Governing Committee and the Trust will not tolerate conduct of this nature on its premises and will act to protect its staff and pupils. On the advice of the head teacher I am therefore instructing that you are not to enter the premises of the school. If you do not comply with this instruction, I may arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. If convicted, you are liable to a fine of up to £500.

Yours sincerely,

Chair of Local Governing Committee

Annex E

(Letter updating a banning letter, from the LCG, confirming ban: to parent/carer with child/ren at the school)

Dear

On (give date) I wrote to you informing you that on the advice of the head teacher, I had withdrawn permission for you to enter the premises of (insert name) School until (insert date). To enable the Local Governing Committee to determine whether to confirm this decision, or to impose it 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 the date), the contents of which I have noted. (delete either sentence as appropriate) In the circumstances, and after further consideration of the head teacher's report, I have determined that the decision to withdraw permission for you to come onto school premises should be confirmed/extended. (delete as appropriate) I am therefore instructing that until (insert date) you are not to come onto the premises of the school without the prior knowledge and approval of the head teacher. If you do not comply with this instruction I may arrange for you to be removed from the premises and prosecuted under Section 547 of the Education Act 1996. If convicted, you are liable to a fine of up to £500.

Notwithstanding this decision the head teacher and staff at (insert name) school remain committed to the education of your child/children (delete as appropriate), who must continue to attend school as normal under the arrangements set out in my previous letter. The LGC will take steps to review the continuance of this decision by (give date). When deciding whether it is necessary to extend the withdrawal of permission to come onto the school's premises, the LGC will take into account the extent of your compliance with the decision, any appropriate expressions of regret and assurances of future good conduct received from yourself and any evidence of your co-operation with the school in other respects.

(Include where the incident has arisen within the context of a parental complaint against the school:) Finally, I would advise you that I have asked the head teacher to ensure that your complaint (give brief details) is considered under the appropriate school procedure. You will be contacted about this by the school in due course.

If you wish to pursue the matter further, you have a right to a review of the circumstances of this case by the school's Local Governing Committee.

Yours sincerely,

Chair of LGC

Annex F

(Letter updating a banning letter, from the LGC, withdrawing ban: to parent/carer with child/ren at the school)

Recorded delivery & read receipt on email

Dear

On (insert date) I wrote to you informing you that, on the advice of the head teacher, 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 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 consulting with the head teacher, 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.

Yours sincerely,

Chair of LGC

Annex G

(Letter, from the LGC, following formal review of a banning letter, extending ban: to parent/carer with child/ren at the school)

Recorded delivery & read receipt on email

Dear

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

I have now completed the review. However, after consultation with the head teacher, I 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 (insert name) school without the prior knowledge and approval of the head teacher remains in place until (insert date). I shall undertake a further review of this decision on (insert date).

(Insert if the letter is from the LGC) If you are dissatisfied with this decision, you have a right to request a review of the decision by the Local Governing Committee.

Yours sincerely,

Chair of LGC

Annex H

(Letter, from LGC, following formal review of a banning letter, ending ban: to parent/carer with child/ren at the school)

Recorded delivery & read receipt on email

Dear

I wrote to you on (insert date) informing you that I had withdrawn permission for you to enter the premises of (insert name) School until (insert date). In that letter I also advised you that I would take steps to review this decision by (insert date). I have now completed the review. After consultation with the head teacher, I have decided that it is now appropriate to change that decision and 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 once more.

Yours sincerely,

Chair of LGC

Annex I

Guidance for Staff in Dealing with Confrontation

Sometimes incidents will occur that are unexpected and it may not always be possible to prepare for a meeting. However, where possible, preparation is an essential ingredient in ensuring that discussions or meetings prove constructive rather than confrontational. Therefore, staff are encouraged to:

- Ensure there is enough space in the room, whilst also making it appear intimate and relaxing (this can be achieved through lighting and warm colouring). People can need greater personal space than normal when upset or angry and the proximity of others can be more threatening.
- Consider having a colleague present, or pre-arranging with a colleague to check that all is well, if you have reason to believe that the visitor has a previous history of aggression or violence or appears to be aggressive or violent.
- Gather information that might help illustrate what the staff member is trying to say/show.
- Ensure the layout of the room is not intimidating for visitors and allows you to escape quickly; if possible, position your chair/desk with the door behind you.
- Position seating at equal height so that the parent does not feel patronised, and, if possible, at a 45-degree angle as this is less threatening. Avoid barriers such as tables if it is safe to do so.
- Consider items in the room that could be used as potential weapons.
- Remove an angry or upset person from an audience, or, if easier, remove the audience and don't leave them waiting unnecessarily. The fewer people that are involved in an incident, the easier it is for an aggressor to back down without losing face.
- Keep the discussion as calm and friendly as possible, paraphrasing what has been said and using sympathy and empathy where appropriate.
- Summarise what has been said and follow through. This will help to build trust and respect.

Minimise a parent/visitor's frustration by:

- Being yourself. Do not hide behind authority, status or a job title. By using your name instead of a description of your status, you are presenting yourself as another human being. Later on, it may be important to explain what authority or status you have in order to reassure the visitor that you are in a position to act on their behalf.
- Keeping the visitor talking and explaining the problem, their perception of what has happened, why they feel aggrieved. Use verbal and non-verbal prompts (saying 'mmm' or 'yes' or nodding) to keep them talking. Use open questions to encourage them to talk and explain.
- Listening and allowing the visitor to express any complaint, without preventing them from finishing what they have to say. Listen empathetically

without pre-judging or patronising. Listen also for the feelings, concerns and possible intentions behind their words.

- Responding promptly, paying attention and showing that you do care about their problem.
- Being polite, pleasant and reassuring and do not show anger. Resist arguing. It is very tempting to respond and become engaged in an argument, especially if you are the butt of aggression or accused in some way, but it is far more likely to result in conflict or confrontation than contribute to defusing the situation.
- Paying attention to your body language so it is as non-threatening as possible. Avoid aggressive or defensive stances, such as arms folded, hands on hips or waving fingers or arms. Try to relax your facial muscles and convey openness and empathy with the speaker. Make eye contact, but avoid constant eye contact that may be threatening or trigger aggression because it is perceived as staring.
- Trying to explain clearly in jargon free language precisely what your difficulty is in giving the aggressive person what they want. Repeat it until you are sure you are understood because upset people do not always hear the first time.
- Not making any promises which you know you cannot keep as this may make things worse for you or your colleagues at a later date.
- Make sure that you are aware of the school's emergency action plan/ 'lockdown' procedures and when these should be implemented.

Handling an Incident: General Principles

If a situation appears to be getting out of control, make an excuse and leave and immediately report the incident to the headteacher/designated person. It is important that you:

- Know whether you are in a position to offer the parent a realistic and reasonable answer to their expectations
- Know whether you are competent to handle the situation
- Be confident you have back up
- Be assured you can summon help
- Have a plan of how to approach the problem.

First keep calm, relax, allow yourself time to think and decide the best course of action. Ask yourself if what has occurred so far in the exchange means that someone else, specially briefed by you, would be better placed to handle the situation. Colleagues may have particular skills or experience that you do not have. The situation may be such that it requires specialist help, such as the police to eject a person; if so, you should get help quickly, before the situation deteriorates.

Annex J

Useful websites

The Department for Education's school security website.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/R419#downloadableparts>

The Department for Education's publication Health & Safety: advice on legal duties and powers for local authorities, head teachers, staff and governing bodies.

<http://www.education.gov.uk/schools/adminandfinance/healthandsafety/f00191759/departmental-health-and-safety-advice-on-legal-duties-and-powers-for-local-authoritiesheadteachersstaff-and-governing-bodies>

Guidance on Police-School Protocols: Principles and guidance on Safer School Partnerships.

<http://www.justice.gov.uk/downloads/youthjustice/prevention/SaferSchoolPartnershipsGuidancefinal0509.pdf>

Health and Safety Executive (HSE) guidance on risk assessments.

<http://www.hse.gov.uk/pubns/raindex.htm>

Health and Safety Executive (HSE) guidance on reporting school accidents.

<http://www.hse.gov.uk/pubns/edis1.htm>

The HSE RIDDOR website.

<http://www.hse.gov.uk/riddor/index.htm>

NAHT guidance "Social Networking Websites"

<http://www.naht.org.uk/welcome/advice/advice-home/parents-and-pupils-advice/guidanceonsocial-networking/?locale=en>