

# St John Baptist CE Primary School

## Parent, Carer and Visitor Conduct Policy

### Our Vision & Values



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**Reviewed: September 2026**

**Review Date: September 2027**

**Signed: FGB**

# Document status and related policies

This consolidated policy should be read alongside the school's Complaints Policy, Staff Code of Conduct, Safeguarding and Child Protection Policy, Behaviour Policy, Positive Handling Policy, Health and Safety Policy, Lone Working Risk Assessment, Data Protection Policy and Equality Information and Objectives.

## 1. Policy statement

At St John Baptist Church of England school every person will flourish and become a shining light, through living out our Faith, being a Hope-bringer in times of darkness and showing God's love to all. Our vision is to ensure everyone can 'be a shining light'.

St John Baptist Church of England Primary School values positive, respectful relationships with parents, carers and visitors. Partnership with families supports children's education, wellbeing and development. The school will listen to concerns, provide appropriate routes for communication and seek constructive resolution.

All members of the school community are entitled to work, learn and visit without fear of verbal abuse, intimidation, harassment, threats or physical assault. The Governing Board is committed to protecting staff and pupils and will not tolerate abusive, threatening, intimidating or violent behaviour.

The school will respond fairly, promptly and proportionately. A concern or complaint will not be disregarded because the person raising it has behaved unacceptably. However, the method, frequency or location of contact may be restricted where this is necessary to protect people and maintain safe school operations.

**Core principle** Personal safety and the safety of pupils, colleagues and visitors is always the first consideration. No member of staff is expected to remain in a situation they reasonably consider unsafe.

## 2. Purpose and aims

Set clear expectations for parents, carers, visitors, contractors, volunteers, pupils and staff.  
Prevent and reduce foreseeable risks of violence, aggression, intimidation and abuse.  
Provide staff with clear authority and procedures when behaviour becomes unacceptable.  
Protect pupils from exposure to threatening, abusive or violent incidents.  
Create a consistent framework for recording, assessing and responding to incidents.  
Support staff and pupil wellbeing following an incident.  
Maintain appropriate routes for communication, complaints and essential information about a child.  
Enable proportionate communication restrictions, managed access, site-access controls, police referrals or legal action where necessary.

## 3. Scope

This policy applies to parents, carers, family members, visitors, volunteers, contractors, former pupils, pupils, staff and any person acting on behalf of a parent or carer. It covers conduct:

On school premises and immediately outside the school where the behaviour affects the school community.  
At school events, educational visits, sports activities and off-site meetings.  
During home visits and lone-working situations.  
During face-to-face meetings and telephone or video calls.  
In letters, emails, text messages and other electronic communications.  
On social media or other online platforms where conduct targets or affects the school, staff, governors, volunteers or pupils.

## 4. Definitions

For the purposes of this policy, work-related violence includes any incident in which a person is abused, threatened or assaulted in circumstances relating to their work. This includes verbal abuse and threats as well as physical attacks.

Aggression includes behaviour, words or gestures which a reasonable person may regard as hostile, intimidating, threatening or likely to cause fear or distress. Harassment can include repeated or serious unwanted behaviour, including online conduct. The examples in this policy are illustrative and not exhaustive.

## 5. Legal and policy framework

The school and its employer have duties to take reasonably practicable steps to protect the health, safety and welfare of employees and others affected by school activities. This includes identifying foreseeable hazards, assessing risk, implementing controls, providing information and training, and reviewing arrangements after incidents.

Health and Safety at Work etc. Act 1974.

Management of Health and Safety at Work Regulations 1999.

Education Act 1996, including provisions concerning nuisance or disturbance on educational premises.

Protection from Harassment Act 1997.

Public Order Act 1986.

Equality Act 2010.

UK General Data Protection Regulation and Data Protection Act 2018.

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, where applicable.

Relevant criminal law concerning assault, threats, weapons and criminal damage.

**Legal advice** Any reference to prosecution, injunctions or a particular statutory power in correspondence should be checked against current local authority or legal advice before issue.

## 6. Roles and responsibilities

### 6.1 Governing Board

Approve, monitor and review this policy.

Assure itself that reasonable steps are taken to protect employees, pupils and visitors.

Ensure appropriate responsibility for health and safety is allocated.

Support proportionate action in serious or repeated cases and ensure suitable resources are available.

Provide oversight of decisions to withdraw permission to enter the premises and of subsequent reviews or complaints.

Receive appropriately anonymised reports about significant incidents, patterns and control measures.

### 6.2 Executive Headteacher

Ensure the policy is implemented consistently and communicated to staff and stakeholders.

Lead or delegate incident assessment, investigation and risk assessment.

Authorise communication restrictions, managed meetings and other proportionate controls.

Consult the Chair of Governors and obtain appropriate local authority, HR or legal advice in serious cases.

Ensure incidents are reported through relevant school, local authority and statutory systems where criteria are met.

Ensure affected staff and pupils receive appropriate support.

Review school security, working practices, training needs and recurring patterns.

Report significant incidents and emerging patterns to the Chair of Governors.

### 6.3 All staff

Take reasonable care of themselves and others while at work.

Remain professional and, where safe, use calm, clear communication and de-escalation.

End a call or meeting and seek support when behaviour becomes abusive, threatening or unsafe.  
Report and record incidents promptly and factually.  
Preserve relevant evidence, including messages, emails, screenshots, voicemail and witness details.  
Attend identified training and follow relevant risk assessments.  
Avoid retaliatory, argumentative or confrontational responses.

## **6.4 Parents, carers and visitors**

Treat pupils, staff, governors, volunteers and other families with dignity and respect.  
Use the appropriate school contact and follow the Complaints Policy where concerns remain unresolved.  
Allow reasonable time for matters to be investigated.  
Not approach, question or discipline another person's child.  
Comply with reasonable site, meeting, collection and communication arrangements.

## **6.5 Contractors and partner organisations**

Contractors and partner organisations should assess risks to their own employees arising from school-based work, share relevant control measures with the school and report incidents promptly.

# **7. Expected standards of conduct**

Respect the school's Christian ethos, vision and values.  
Work with staff in the best interests of pupils.  
Use respectful language, tone and behaviour.  
Seek peaceful and constructive solutions.  
Raise concerns through agreed channels and scheduled appointments.  
Respect privacy and confidentiality.  
Follow staff instructions concerning safety, safeguarding and access to the premises.

# **8. Behaviour that will not be tolerated**

Context, severity, frequency, impact, vulnerability and risk will be considered. Unacceptable behaviour includes, but is not limited to:

## **8.1 Verbal, written or online abuse**

Shouting, swearing, insults, personal attacks or derogatory comments.  
Abusive, hostile or threatening calls, messages, emails or social-media content.  
Defamatory, offensive or malicious allegations, or publication of confidential information.  
Persistent, excessive or repetitive contact which amounts to harassment or materially disrupts school operations.  
Recording or publishing a meeting or conversation without agreement, subject to legal rights and reasonable adjustments.  
Racist, sexist, homophobic, disability-related, religious or other discriminatory abuse.

## **8.2 Threatening, intimidating or aggressive conduct**

Threats of harm, retaliation, damage or adverse action.  
Aggressive gestures, raised fists or fingers, invasion of personal space, blocking movement or refusing to leave.  
Following, confronting or repeatedly approaching staff or pupils.  
Inciting or encouraging others to target a member of the school community.  
Breaching school security or access procedures.

## **8.3 Physical or other serious conduct**

Physical assault, attempted assault, pushing, hitting, kicking, spitting or unwanted physical contact.  
Possession of a weapon or an item used to threaten.  
Damage to property.  
Conduct linked to alcohol or drugs which creates a risk.

Approaching, questioning or disciplining another person's child.  
Disrupting school operations, events, or the safe arrival and collection of pupils.

## **9. Prevention and risk assessment**

The Executive Headteacher or delegated leader will ensure that foreseeable risks are assessed and controlled. Assessments should identify hazards, who may be harmed, existing controls, additional action, ownership and review date. They should be reviewed following a significant incident, change in circumstances or evidence that controls are not effective.

Known patterns of behaviour and previous incidents.  
Pupil needs and individual behaviour or positive-handling plans.  
Reception, entrance, dismissal and visitor-management arrangements.  
One-to-one meetings, room layout, exits and access to assistance.  
Home visits, lone working and work outside normal hours.  
Communication routes, social media and preservation of online evidence.  
Contractors, extended services and partner organisations.

## **10. Staff response during an incident**

No member of staff is expected to tolerate abuse or remain in a situation they reasonably consider unsafe. Depending on the circumstances, staff may:

State clearly that the behaviour is unacceptable and ask the person to stop.  
Use calm language, listen without arguing and avoid provocative body language.  
End the conversation, telephone call or online meeting.  
Leave the area, use an agreed assistance procedure or summon a senior leader.  
Move pupils and other adults away from the incident where safe.  
Ask the person to leave the premises. Staff must not place themselves at unnecessary risk or attempt physical removal.  
Call 999 where there is immediate danger, violence, a credible threat of violence, a weapon, serious criminal damage or another emergency.  
Use the police non-emergency route where an incident requires reporting but there is no immediate emergency.

## **11. Reporting, recording and evidence**

All incidents must be reported to the Executive Headteacher, or the most senior leader available, as soon as practicable. A factual written record should include:

Date, time and location or communication channel.  
People present and witnesses.  
Exact words or actions observed where possible, avoiding opinion or emotive language.  
Impact on staff, pupils and school operations.  
Immediate action taken and whether police, medical or other support was requested.  
Relevant evidence preserved.  
Known previous incidents or controls.  
Manager review, risk level, decisions and review arrangements.  
Relevant local authority accident or incident reporting arrangements must be followed. Incidents meeting statutory reporting criteria must be referred through the appropriate process. Witness statements and notes of subsequent meetings should be signed and dated. Physical evidence should be preserved, labelled and handled safely.

## **12. Graduated response and sanctions**

The response will be proportionate to the circumstances. The school may combine stages or move directly to a later stage in a serious case.

| Stage | Possible action                     | Examples of controls                                                                                                                  |
|-------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Informal reminder                   | Clarify expectations and agree how concerns will be raised.                                                                           |
| 2     | Formal written warning              | Record the incident, warn of further action and offer a structured meeting where appropriate.                                         |
| 3     | Communication controls              | Single point of contact, written contact only, reasonable frequency limits or no direct contact with named staff.                     |
| 4     | Managed access                      | Appointment only, supervised meeting, visitor accompanied, designated entrance, location or collection arrangement.                   |
| 5     | Temporary withdrawal of site access | Immediate or time-limited restriction, written reasons, practical child-related arrangements and opportunity to make representations. |
| 6     | Confirmed or extended restriction   | Review by the Chair of Governors or uninvolved governors, with a review date and route for challenge.                                 |
| 7     | Police or legal action              | Police referral, removal from site or legal remedies where necessary and advised.                                                     |

## 13. Serious incidents, weapons and emergency action

The school may move directly to emergency controls or withdrawal of access where conduct involves violence, a credible threat, serious intimidation, stalking or harassment, a weapon, criminal damage, a serious safeguarding concern or a substantial risk to staff or pupils.

Where any person has been threatened or assaulted with a weapon, the police must be notified as soon as possible. Staff must use extreme caution, should not try to disarm the person and must not take action likely to place themselves or others at greater risk. The immediate priorities are to protect life, create distance, secure pupils and seek emergency assistance.

## 14. Withdrawal of permission to enter school premises

School premises are private property. Permission to enter may be withdrawn where necessary to protect the school community or maintain orderly operation. Except where immediate action is required, the school will normally provide a warning first.

The Executive Headteacher assesses the incident and immediate risk.

The Chair of Governors is consulted. Appropriate local authority or legal advice is obtained where required.

The individual receives written notice of the restriction, reasons, scope, start date, practical arrangements and review process.

The individual is given a reasonable opportunity to make written representations.

The Chair of Governors, or governors not previously involved where appropriate, considers the representations and confirms, varies or lifts the restriction.

Any confirmed restriction is reviewed on the stated date and is not allowed to continue without active review.

A restriction should normally be finite and proportionate. Its purpose is to manage risk, not to punish. The aim should be to restore safe and constructive relations as soon as reasonably practicable. If a restricted person enters or refuses to leave, staff should not attempt physical removal. The police may be called and legal action considered.

## **15. Communication, complaints and parental access to education**

Restrictions do not remove a child's entitlement to education and do not prevent a parent or carer from raising a legitimate concern. The school will maintain workable alternatives for:

Arrival and collection of the child.

Receipt of essential educational, attendance, safeguarding and welfare information.

Parents' evenings and necessary meetings, which may be remote, supervised or held at an agreed location.

Submitting and receiving correspondence through a nominated contact.

Using the school's Complaints Policy.

A complaint and a conduct matter may be managed separately. Staff considering a complaint should not assume that unacceptable conduct makes the underlying concern invalid.

## **16. Abusive telephone calls and online abuse**

### **16.1 Telephone calls**

Staff should remain calm and polite, listen actively, explain what they can do, use clear language, make a note of the conversation and refer the matter to a senior leader where necessary. Staff may warn the caller that the call will be ended if abuse continues, and may then end the call calmly. Staff must not respond in the same manner, argue or tolerate bullying.

### **16.2 Email, social media and cyber abuse**

Online abuse may include threats, harassment, humiliation, defamation, impersonation, discriminatory abuse or publication of confidential information. Staff should not retaliate or engage personally. They should preserve texts, emails, voicemail, screenshots, web addresses, dates and times, and inform the Executive Headteacher or appropriate senior leader promptly.

Monitoring or confiscation must be lawful, necessary and proportionate. The police should be contacted where there appears to be an offence or immediate risk, including credible threats, assault, stalking, serious harassment or hate-related crime.

## **17. Positive handling of pupils**

There may be occasions when pupils present behaviour which creates an immediate risk of injury, serious damage or significant disorder. Any use of reasonable force or restrictive physical intervention must be lawful, necessary, proportionate and consistent with the school's Positive Handling Policy and relevant pupil plans.

Individual risk assessments and plans should be prepared for pupils known to present foreseeable risk and shared with relevant staff.

Only staff who are authorised and suitably trained should use planned restrictive physical intervention.

De-escalation and prevention should be used wherever possible.

Any intervention and resulting injury or concern must be recorded, reported and reviewed.

## **18. Home visits, lone working and higher-risk meetings**

### **18.1 Home visits**

Clarify the purpose and appointment arrangements in advance.

Check relevant known history and risk information.

Consider whether the visit should be accompanied or replaced by a meeting at school or another suitable location.  
Undertake visits during daylight where practicable.  
Ensure an appropriate colleague knows the address, expected duration and return time.  
Carry an appropriate means of communication and follow check-in arrangements.  
Assess behaviour and surroundings before entering, remain aware of exits and leave if risk increases.

## **18.2 Lone working**

Staff working alone, in isolated areas or outside normal school hours may face increased vulnerability. A lone-working risk assessment should consider isolation, task, location, communication, access control, check-in arrangements and emergency response.

## **18.3 Meetings and interview rooms**

Use a room that is not isolated and ensure assistance can be summoned.  
Position furniture so that neither party feels trapped and staff retain safe access to the exit.  
Remove or secure objects which could be used to cause harm.  
For a higher-risk meeting, arrange two staff members, a nearby colleague or another agreed alert system.  
Ensure any alarm or assistance arrangement is understood, tested and linked to a clear response.  
End the meeting if behaviour becomes abusive, threatening or unsafe.

# **19. Support for staff and pupils**

## **19.1 Staff**

Immediate debrief and support from a senior leader.  
Opportunity to provide a written account and preserve evidence.  
Consideration of first aid, medical attention, occupational health, employee-assistance or counselling support.  
HR and trade-union advice where appropriate.  
Review of working arrangements and risk controls.  
Follow-up contact so the employee knows what action has been taken, subject to confidentiality.

## **19.2 Pupils**

Removal from the incident where safe.  
Opportunity to speak with a trusted member of staff.  
Pastoral or safeguarding support where needed.  
Age-appropriate reassurance without sharing confidential adult information.

# **20. Training**

Training should be matched to role and risk and may include:

- Preventing and managing violence and aggression.
- Recognising escalation and using de-escalation strategies.
- Personal safety, assistance procedures and emergency response.
- Recording, evidence preservation and internal or external reporting.
- Managing abusive calls and online abuse.
- Positive handling and breakaway techniques for staff whose duties require specialist training.
- The impact of actual or perceived violence on wellbeing and morale.

# **21. Confidentiality, data protection and records**

Records will be factual, relevant, secure and accessible only to those who need them for legitimate school purposes.  
Personal information will be handled in accordance with the school's Data Protection Policy, privacy notices and retention arrangements. Information may be shared with the police, local authority, legal advisers, insurers or other agencies where there is a lawful basis and it is necessary and proportionate.

## 22. Equality and reasonable adjustments

The school will apply this policy fairly and without discrimination. It will consider disability, communication requirements, language needs and other relevant circumstances, and make reasonable adjustments where required. Adjustments may include an interpreter, advocate, accessible format, additional meeting time, remote participation or an agreed support person. No adjustment requires a member of staff to accept abusive, threatening or unsafe behaviour.

## 23. Monitoring, reporting and review

The Executive Headteacher will maintain oversight of incidents, restrictions, support actions and emerging patterns.

Significant incidents will be reported promptly to the Chair of Governors.

Governors will receive an appropriately anonymised summary of patterns and actions at least termly where incidents have occurred.

Risk assessments and control measures will be reviewed following serious or repeated incidents.

The policy will be reviewed every three years, or sooner following a serious incident, legal or local authority advice, or an identified procedural weakness.

## 24. Related policies and legal framework

Behaviour Policy

Complaints Policy

Staff Code of Conduct

Safeguarding and Child Protection Policy

Positive Handling Policy

Health and Safety Policy

Lone Working Risk Assessment

Data Protection Policy and privacy notices

Equality Information and Objectives

Home-School Agreement

Site security and visitor procedures

## Appendix 1. Incident response flow



|   |                                                                          |
|---|--------------------------------------------------------------------------|
| 8 | Communicate decision and practical arrangements in writing               |
| ↓ |                                                                          |
| 9 | Review controls and report significant matters to the Chair of Governors |

## Appendix 2. Incident record template

|                                                                    |  |
|--------------------------------------------------------------------|--|
| <b>Date and time</b>                                               |  |
| <b>Location / communication channel</b>                            |  |
| <b>Person whose conduct is being recorded</b>                      |  |
| <b>Staff member completing record</b>                              |  |
| <b>Others present / witnesses</b>                                  |  |
| <b>Factual description: exact words and actions where possible</b> |  |
| <b>Impact on staff, pupils or operations</b>                       |  |
| <b>Immediate actions taken</b>                                     |  |
| <b>Evidence retained</b>                                           |  |
| <b>Police / medical / local authority notification</b>             |  |
| <b>Previous related incidents or controls</b>                      |  |
| <b>Manager review, risk level and next action</b>                  |  |
| <b>Support offered to staff / pupils</b>                           |  |
| <b>Review date and outcome</b>                                     |  |

## Appendix 3. Staff guidance: What should you do in a violent or potentially violent situation?

**Remember** Your personal safety and the safety of pupils, colleagues and visitors is always the crucial factor.

Consider whether you can manage the situation safely and seek help early.

If a meeting may become heated, alert colleagues beforehand and arrange support.

Minimise conflict in line with school procedures and avoid confrontation in front of an audience.

Speak slowly, listen and avoid being drawn into a heated argument.

Avoid aggressive body language, pointing or blocking movement.

Watch for changes which indicate escalation or de-escalation.

Stay as calm as possible, but do not feel you must remain or intervene physically.

End the meeting, leave, or use the agreed assistance procedure before matters get out of hand.

Warn others nearby and seek help from a senior member of staff.

Call the police where necessary.

Report the incident to the Executive Headteacher or senior leader and complete a factual record.

## Appendix 4. Model letters

### Letter 1: Initial conduct reminder / warning

**Suggested signatory:** Head of School

Dear [Parent/Carer/Visitor name],

I am writing regarding your contact with the school on [date] at [time] by [location / telephone / email / other].

The concern reported is that [set out a concise and factual summary, including the words or actions relied upon and the impact on staff, pupils or school operations].

This behaviour is not consistent with the standards set out in the school's Parent, Carer and Visitor Conduct Policy. All members of our community are entitled to a safe and respectful environment.

This letter is a formal reminder / warning that abusive, threatening, intimidating or aggressive behaviour will not be accepted. If you wish to raise a concern, you may do so through the appropriate school contact or the Complaints Policy.

[Where appropriate: I invite you to provide your written account by [date], or attend a structured meeting on [date], with [names/roles] present.]

Any further incident may result in communication restrictions, managed access arrangements or withdrawal of permission to enter the school premises.

I hope we can now work together constructively in the best interests of your child.

Yours sincerely,

Head of School

## Letter 2: Communication and contact restrictions

**Suggested signatory:** Head of School

Dear [Name],

Following [the incident on date / previous correspondence dated date], I am writing to confirm temporary arrangements for your contact with the school. These arrangements are intended to protect staff and maintain effective communication concerning your child.

With effect from [date]:

- all routine communication must be sent to [named role/email];
- you must not contact [named staff / staff generally] directly;
- meetings must be arranged in advance and will be [remote / supervised / attended by two members of staff];
- [reasonable frequency or response arrangements, if needed].

Emergency safeguarding or collection information should continue through [route]. The school will continue to provide essential information about your child. You may also use the school's Complaints Policy.

These arrangements will be reviewed on [date]. You may send written comments by [date]. Please tell us if you require a reasonable adjustment or accessible format.

Yours sincerely,

Head of School

### Letter 3: Temporary withdrawal of permission to enter the premises pending review

**Suggested signatory:** Executive Headteacher

Dear [Name],

I have received a report from the Head of School concerning your conduct on [date] at [location]. The reported conduct is: [factual summary and impact]. [Refer to previous warning if applicable.]

Having considered the information currently available and the need to protect staff, pupils and visitors, permission for you to enter the school premises is withdrawn with effect from [date/time], pending review. This information has been shared with the chair of governors.

During this period, you must not enter the school site without prior written agreement. The following arrangements will apply for your child: [drop-off / collection / meetings / information exchange]. This restriction does not affect your child's attendance or your ability to use the Complaints Policy.

You are invited to provide written representations by [date] to [Chair of governors]. Please also tell us of any communication need or reasonable adjustment required.

The restriction will be reviewed by [date]. If you enter without permission or refuse to leave, the school may seek police assistance and legal advice.

Yours sincerely,

Chair of Governors

## Letter 4A: Restriction confirmed following review

**Suggested signatory:** Chair of Governors

Dear [Name],

On [date], the Executive Headteacher wrote to inform you that permission to enter the school premises had been temporarily withdrawn and invited written representations by [date].

[I received your representations dated [date] and considered them carefully / I did not receive representations by the stated date.] I have also considered the Executive Headteacher's report and current risk controls.

I have decided to confirm the withdrawal of permission until [date / review date]. The reasons are: [brief, evidence-based reasons, including why a lesser restriction is not sufficient].

The practical arrangements previously notified will continue / are varied as follows: [details].

This decision will be reviewed on [date]. You may challenge it under the school's Complaints Policy by writing to the Clerk to the Governing Board at [address/email].

Yours sincerely,

Chair of Governors

## Letter 4B: Restriction lifted following review

**Suggested signatory:** Executive Headteacher / Chair of Governors

Dear [Name],

I am writing following the review of the temporary withdrawal of permission for you to enter the school premises.

Having considered [your written representations / the Executive Headteacher's report / subsequent information], I have decided to restore permission with effect from [date/time].

[Optional: The following managed arrangements will apply until [date]: details.]

All visitors remain expected to comply with the Parent, Carer and Visitor Conduct Policy. Any future incident may lead to further restrictions.

I hope that we can now maintain a constructive relationship in the best interests of your child.

Yours sincerely,

Chair of Governors

Executive Headteacher

## Letter 5: Review continues an existing restriction

**Suggested signatory:** Chair of Governors

Dear [Name],

I wrote to you on [date] confirming that permission to enter the school premises was withdrawn until review on [date]. I have now completed that review.

After considering [compliance, representations, further incidents, assurances and other relevant information], I have decided that the restriction should continue until the next review on [date].

The reasons are: [concise evidence-based reasons]. The arrangements for your child and communication with the school remain: [details].

You may send written comments or evidence for the next review to [contact]. Please notify the school of any reasonable adjustment or communication need.

Yours sincerely,

Chair of Governors

## Appendix 5. Entrance notice

### WELCOME TO ST JOHN BAPTIST CHURCH OF ENGLAND PRIMARY SCHOOL

#### A SAFE AND RESPECTFUL SCHOOL

We will listen to concerns and seek to resolve them constructively.

**Abusive language, threats, harassment, intimidation or violence towards staff, pupils or visitors will not be tolerated.**

Anyone behaving in this way may be asked to leave, have their access restricted, or be reported to the police.

**NO  
EXCUSE  
FOR  
ABUSE**

We will **NOT** tolerate behaviour that is:

- 🚫 thre@tening,
- 🚫 abu\$ive or
- 🚫 vi\*lent

We strive to create a safe and secure environment for pupils and staff alike.  
**And we WILL take action when necessary.**



Be a Hope-bringer



Live out your Faith



Show God's Love

## Appendix 6. Governing Board approval record

|                                        |  |
|----------------------------------------|--|
| <b>Approved by</b>                     |  |
| <b>Date approved</b>                   |  |
| <b>Chair of Governors signature</b>    |  |
| <b>Executive Headteacher signature</b> |  |