



storyybrook

Managing Aggressive Behaviours from Parents, Carers and Visitors Policy





Contents:

1. Statement of intent
2. Context of Storyybrook provision
3. Definition of unacceptable behaviour
4. Legal framework
5. Principles for responding to behaviour
6. Responding to incidents
7. Restorative and relational approaches
8. Banning procedure
9. Working with parents/ carers and families
10. Safeguarding
11. Roles and responsibilities
12. Recording and evidence
13. Monitoring and review
14. Linked policies
15. Summary statement





1. Statement of intent

At Storyybrook, we recognise that strong, respectful relationships between home and school are fundamental to pupil success, wellbeing and safeguarding. As a specialist SEMH setting, we understand that families may experience heightened stress, complex needs or challenges which can impact communication. Our approach is therefore rooted in empathy, understanding and relational practice. However, we are equally clear that all members of the school community have the right to feel safe and respected at all times.

Storyybrook is committed to maintaining a safe, calm and respectful environment where:

- communication is constructive and professional
- concerns are addressed appropriately
- all individuals are treated with dignity

The welfare of the child remains paramount, and all actions taken under this policy will prioritise safeguarding, safety and the best interests of pupils.

2. Context of Storyybrook provision

Storyybrook is a specialist SEMH provision where relationships, emotional regulation and safety underpin all aspects of practice. This context is essential when responding to adult behaviour, as staff are trained to recognise distress, de-escalate conflict and maintain a relational approach wherever possible.

Staff will:

- use de-escalation strategies
- respond calmly and professionally
- seek to resolve conflict through communication

However, while relational practice is central to our ethos, aggressive or abusive behaviour will not be tolerated and will be addressed in line with this policy.

3. Definition of unacceptable behaviour

Clear expectations of behaviour are essential to ensure consistency, fairness and safety. This section defines behaviours that fall outside acceptable standards and require action.

Unacceptable behaviour includes, but is not limited to:

- verbal abuse, shouting or swearing
- threatening or intimidating behaviour
- physical aggression or intimidation





- harassment via phone, email or social media
- discriminatory language or behaviour
- damage to property
- breaches of safeguarding or site security

This applies across all forms of communication and may result in formal action, including involvement of external agencies.

4. Legal framework

The school operates within a clear legal framework that supports its responsibility to maintain a safe environment. Understanding this framework ensures that actions taken are lawful, proportionate and defensible.

In accordance with legislation, including the Education Act 1996, the school has the authority to:

- remove individuals causing disturbance
- withdraw permission to be on school premises

Where necessary:

- bans may be imposed
- police involvement may be sought
- legal action may be pursued

All decisions will be made in line with statutory guidance and local authority advice where appropriate.

This policy is also implemented in line with the Equality Act 2010, ensuring that all actions are fair, proportionate and non-discriminatory.

5. Principles for responding to behaviour

Storybrook's approach to managing behaviour is grounded in both relational practice and clear professional boundaries. These principles ensure that responses are consistent, fair and safeguarding-led.

Safeguarding First

All actions prioritise the safety and wellbeing of pupils, staff and the wider community.





Professional Conduct

Staff will remain calm, respectful and professional at all times, modelling the behaviour expected within the school.

Clear Boundaries

The school will not accept abusive or threatening behaviour and will take appropriate action where this occurs.

Proportionate Response

All responses will be risk-assessed, proportionate and appropriate to the severity of the incident.

6. Responding to incidents

A clear and structured response to incidents ensures consistency, accountability and safety. Staff must know what to do in the moment and how to follow up appropriately.

When incidents occur, staff will:

- prioritise immediate safety
- attempt de-escalation where appropriate
- seek support from senior staff

All incidents will be:

- recorded accurately
- reviewed by leadership

Follow-up actions may include:

- restorative discussions
- formal warnings
- escalation to further action where necessary

Staff have the right to end interactions immediately if they feel unsafe.

7. Restorative and relational approaches

As a relational SEMH setting, Storybrook values opportunities to repair relationships and prevent future conflict. However, this must always be balanced with safety and professional judgement.





Where appropriate and safe, the school may:

- facilitate structured meetings
- use mediation approaches
- agree communication strategies

Restorative approaches will only be used where:

- risk is low
- all parties feel safe

They will not replace formal action where safeguarding concerns exist.

8. Banning procedures

In some cases, it may be necessary to restrict access to the school site to ensure safety. This section outlines how such decisions are made and implemented.

The Headteacher may:

- issue a formal warning
- impose a temporary ban
- impose a permanent ban

Where a ban is applied:

- it will be confirmed in writing
- reasons will be clearly outlined
- arrangements for pupil access will be made

Serious incidents may involve:

- police referral
- local authority notification

9. Working with parents/ carers and families

Despite the need for clear boundaries, Storybrook remains committed to maintaining positive relationships with families. Effective partnership working supports better outcomes for pupils.

The school will:

- communicate clearly and respectfully
- provide opportunities for discussion





- support positive engagement

Where necessary, communication may be:

- structured
- limited
- conducted through agreed channels

10. Safeguarding

Safeguarding is the central consideration in all aspects of school practice. Aggressive behaviour from adults can have a significant impact on pupils and staff and must be managed carefully.

Staff must consider:

- the impact on pupils witnessing behaviour
- potential emotional harm
- risks to staff and others

All concerns must be:

- reported immediately
- recorded in line with safeguarding procedures

11. Roles and responsibilities

Clear roles and responsibilities ensure that the policy is applied consistently and that all staff understand their duties.

Headteacher/ DSL

- lead on decision-making
- ensure safeguarding compliance

Senior Leaders

- support staff
- manage incidents

All Staff

- follow procedures
- maintain professional conduct
- report concerns





12. Recording and evidence

Accurate and detailed record-keeping is essential for safeguarding, accountability and legal protection. It ensures that decisions are evidence-based and transparent.

The school will maintain:

- incident records
- witness statements
- communication records

All records must be:

- factual
- signed and dated
- stored securely

13. Monitoring and review

Ongoing monitoring ensures that the policy is effective and consistently applied. Leaders must maintain oversight of patterns, risks and outcomes.

Leaders will:

- review incidents regularly
- identify patterns or concerns
- evaluate effectiveness of responses

The policy will be reviewed to ensure:

- continued compliance
- alignment with school practice

As a result, the school maintains a safe, consistent and respectful environment for pupils, staff and the wider community.

14. Linked policies

This policy sits within a wider framework of safeguarding, behaviour and conduct policies. Understanding these links ensures a consistent approach across the school.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy





- Staff Code of Conduct
- Complaints Policy
- Low-Level Concerns Policy

15. Summary Statement

This section reinforces the school's commitment to maintaining a safe and respectful environment for all members of the community.

At Storyybrook, we:

- prioritise relationships and communication
- uphold high expectations of behaviour
- respond to concerns professionally and consistently

This ensures:

- pupils are protected
- staff feel safe and supported
- the school remains a calm, respectful and secure environment





Appendix 1: Model letters (examples)

Example 1 - Initial warning letter

Dear [Name],

We are writing following an incident on [date], where your behaviour towards members of the school community was considered unacceptable.

At Storyybrook, we place great importance on positive, respectful relationships between school and home. We understand that situations can sometimes feel stressful or frustrating, and we are always willing to listen and work collaboratively to resolve concerns.

However, we must be clear that all communication with staff must remain respectful and appropriate at all times. The behaviour described does not meet the standards we expect and cannot be repeated.

We would welcome the opportunity to work with you to ensure future interactions remain positive and constructive. If you would like to discuss any concerns, please contact the school office to arrange a meeting with a member of the senior leadership team.

Please be aware that any further incidents of this nature may result in formal action being taken in line with our *Managing Aggressive Behaviour Policy*.

Thank you for your understanding and cooperation.

Yours sincerely,

[Name]

[Role]





Example 2: formal restriction - ban letter

Dear [Name],

Following the incident on [date], and careful consideration of the circumstances, the school has determined that your behaviour was unacceptable and has posed a risk to the safety and wellbeing of staff and/or pupils.

As a result, and in line with our safeguarding responsibilities, you are no longer permitted to enter the school premises with immediate effect.

This decision has not been taken lightly. At Storyybrook, we aim to work positively with families; however, the safety of our pupils and staff must remain our priority.

This restriction will be in place until [review date]. During this time, arrangements will be made to ensure that your child can continue to attend school and that communication with you can continue via agreed channels (e.g. telephone, email, or scheduled appointments).

You have the opportunity to provide a written response to this decision within 14 days of the date of this letter.

If you do not comply with this restriction and attend the school site, the school will seek support from the police.

We remain committed to working with you constructively where possible.

Yours sincerely,
[Headteacher Name]





Example 3 - ban review outcome letter

Dear [Name],

Following a review of the restriction placed on your access to the school site, we are writing to inform you of the outcome.

We are pleased to confirm that permission for you to enter the school premises has now been reinstated.

We appreciate the steps taken during this period and would like to take this opportunity to reaffirm our expectations around respectful communication and behaviour.

We remain committed to working in partnership with you to support your child's education and wellbeing.

Yours sincerely,
[Headteacher Name]





Appendix 2: Storybrook incident report form

Managing behaviour from parents/carers/visitors - Incident Record

- Date & Time:
- Location:
- Staff involved:
- Individual involved:

Nature of Incident

- What happened? (factual, objective)
- What was said/done?

Context

- What led up to the incident?
- Any known triggers or contributing factors?

Impact

- Impact on staff:
- Impact on pupils (including whether witnessed):
- Safeguarding concerns identified:

Actions taken

- Immediate response:
- De-escalation attempted:
- Support requested:

Follow-up

- Communication with parent/carer:
- Senior leadership involvement:
- Next steps:

Risk assessment

- Likelihood of recurrence: Low / Medium / High
- Further action required:





Appendix 3: Staff de-escalation script

Core Principle

Stay calm, stay safe, stay professional.

Step-by-Step Script

1. Acknowledge

- “I can see this situation is frustrating.”
- “I want to understand what’s happened.”

2. Set Boundary

- “I’m here to help, but I need us to speak respectfully.”
- “I cannot continue the conversation if voices are raised.”

3. Redirect

- “Let’s find a way to resolve this.”
- “We can arrange a time to talk this through properly.”

Exit Safely (If escalation continues)

- “I’m going to end this conversation now.”
- “A senior leader will follow this up.”

Key Rules for Staff:

- Never argue
- Never match tone
- Always prioritise safety
- Call for support early

If at any point a safeguarding concern arises, staff must follow safeguarding procedures immediately.





Appendix 4: Quick-reference protocol poster for staff

Managing difficult interactions: Staff quick reference

Do:

- stay calm and professional
- use clear, simple language
- acknowledge feelings
- set boundaries
- seek support

Don't:

- raise your voice
- argue or engage emotionally
- continue if unsafe

If behaviour escalates:

- pause interaction
- call for SLT support
- remove yourself if needed
- record incident

Staff must remember:

- safeguarding comes first
- you are not expected to manage alone
- clear boundaries protect everyone

