



TEAM Multi Academy Trust

Managing Unreasonable Parent and Carer Behaviour Policy

**This Policy was adopted by the Board of Trustees of TEAM Multi
Academy Trust November 2025**

Signed (on behalf of the Board of Trustees)

Phillipa Sue Wells (Chair of Trustees)

Signed

Ian Thomas (Trust Chief Executive Officer)

Review Date: Autumn Term 2026

TEAM Multi-Academy Trust (TEAM MAT)

Managing Unreasonable Behaviour by Adults Policy

1. Purpose

TEAM MAT is committed to safe, respectful school communities where children learn and staff can work without harassment, alarm or distress. Most interactions with parents and carers are constructive; however, on rare occasions the behaviour of an adult becomes unreasonable, persistent or abusive. This policy sets out a **fair, proportionate and child-centred** framework for managing such behaviour, including online conduct, in order to protect pupils, staff and the wider community.

2. Scope

This policy applies to **all adults** who interact with TEAM MAT schools, parents, carers, relatives, visitors, contractors and volunteers, **on site, in communications, and online** (including social media and messaging apps). It covers conduct towards staff, pupils, governors, trustees and other families. It operates alongside the **Parent & Carer Code of Conduct** (summary for families).

3. Principles

- **Proportionality** – we use the **least restrictive** measure likely to be effective.
- **Fairness** – adults are given clear expectations and a reasonable opportunity to adjust behaviour.
- **Transparency** – decisions are confirmed in writing with review points and an appeal route.
- **Child-centred** – actions target adult behaviour and **must not disadvantage a child's access** to education or reasonable adjustments.
- **Dignity & Safety** – staff and pupils have a right to work and learn free from abuse or intimidation.
- **Data minimisation** – correspondence uses **roles rather than names** where possible and records only what is necessary and proportionate.

4. Definitions (examples, not exhaustive)

Unreasonable behaviour – conduct that, because of its nature or persistence, **hinders staff** from carrying out their work or the school from considering concerns. Indicators include:

- Aggression, threats, abuse, discrimination; stalking/harassment; intimidation; filming/recording without permission.
- **Unreasonable persistence or demands** – e.g. large volumes of correspondence on the same issue; imposing deadlines; contacting multiple staff simultaneously; insisting on immediate responses; refusing reasonable meeting parameters.
- **Unreasonable refusal to engage** – e.g. declining to use published processes; changing the basis of a complaint mid-process; introducing large quantities of irrelevant material.

- **Inappropriate online behaviour** – derogatory, misleading or targeted posts about staff/pupils; doxxing; organising online campaigns; tagging school accounts to shame/harass; sharing confidential/identifying material.

Persistent/vexatious complaints – repeated complaints on matters already properly considered, **without new evidence**, or intended to harass or cause disruption. (See Complaints Policy.)

5. Legal and guidance framework (summary)

This policy is informed by education and safeguarding law and national guidance on controlling access to school premises, equality and data protection. It should be read with the Trust’s **Complaints Policy, Safeguarding/Child Protection Policy, Parent & Carer Code of Conduct, Online Safety/Acceptable Use** and **Data Protection** policies.

6. Roles and responsibilities

- **Head of School** – day-to-day application; initial triage; may issue a short-term on-site restriction in response to an incident; recommends longer measures to CEO.
- **CEO and Executive Leadership Team** – decide on formal warnings, communication plans, and any medium/long-term premises restrictions or bans; reports to Trustees.
- **Chair of Trustees / delegated panel** – considers appeals and oversight of proportionality and process.
- **All staff** – report incidents promptly; keep factual notes; avoid direct engagement where a plan is in place.

7. Graduated response (step-by-step)

We aim to de-escalate early. At any stage, where **risk is immediate or serious**, we may move directly to Stage 3–5.

Stage 0 – Early help / informal conversation

Clarify concerns, restate expectations, signpost the Complaints Policy. Keep a brief note of the conversation/email.

Stage 1 – Formal warning (Letter of Concern)

Issued by the Head or CEO. Identifies behaviours of concern, expected standards, and that further measures **may** follow if behaviour continues. Emphasise that the step is **protective, not punitive**.

Stage 2 – Communication Plan / Restricted Contact (time-limited)

Used where contact becomes excessive, hostile or unmanageable. The plan should:

- name a **Single Point of Contact (by role)** and a **generic inbox**;
- specify permitted channels (normally email) and **response windows** (acknowledge within **2 working days**; substantive reply within **5 working days** – urgent safeguarding excepted);
- set **meeting protocols** (agenda in advance; attendees by role; time-limited; notes recorded; recording only if all present agree, Appendix to Complaints Policy);
- state **review date** (normally **3–6 months**) and breach consequences.

Stage 3 – Short-term premises restriction (Head of School)

Following an on-site incident, the Head may impose an immediate, short-term restriction pending CEO review (e.g. no entry to buildings; drop-off/collection at gate; escorted access only). Confirm in writing within **2 working days** and notify the CEO.

Stage 4 – Premises restriction/ban (CEO)

The CEO may **withdraw the implied licence** to enter the site where behaviour has caused, or is likely to cause, nuisance, distress, alarm or disruption. Restrictions are usually set **up to 6 months initially**; in persistent/serious cases, they may be **indefinite** with **at least annual** review. Scope, duration and reasons are set out in writing, with arrangements for handover/meetings in a safe location if required.

Stage 5 – Police/legal action

For threats, harassment, violence or other criminal matters; for injunctions or where platform reports are necessary regarding online content.

8. Social media and online behaviour

We will not normally engage with online posts. We will:

- **monitor and evidence** public content relevant to school (screenshots/URLs, dates);
- address misinformation **directly with the adult** via appropriate channels; and
- consider proportionate measures under this policy where online activity **causes distress, risk or disruption** to staff, pupils or operations.
- Publishing or sharing meeting recordings without consent may breach privacy and Trust policy; the school will seek takedown and consider proportionate action under this policy.

9. Meetings and communication standards

When a plan is in place, the following apply:

- one **Single Point of Contact (role)**; use of **generic inbox**;
- acknowledgement in **2 working days**; substantive response in **5 working days** (safeguarding urgent items excepted);
- meetings only by prior arrangement, with agenda, time limits and notes shared;
- recording is by agreement of all present; where recording does not proceed, the school will provide agreed written notes or a school-managed transcript (see Recording Protocol).
- no direct approach to classroom staff.

10. Equality, SEND and reasonable adjustments

We recognise that conflict may arise in the context of a child's additional needs. The Trust will consider reasonable adjustments to communication arrangements; however, **abusive or threatening behaviour is never acceptable**. Measures target adult behaviour and must not impede a child's access to education or statutory processes. Where needed to avoid

substantial disadvantage, the school may permit a personal recording for private use only or provide a school-managed transcript, in line with the Recording Protocol.

11. Safeguarding and staff wellbeing

Abusive or harassing conduct towards staff is managed as a **safeguarding/wellbeing** issue in line with Keeping Children Safe in Education and Trust HR procedures. Staff will be supported, and where appropriate we will notify the police.

12. Interaction with the Complaints Policy

Concerns about school provision are managed through the **Complaints Policy**. Complaints which are repetitive, vexatious or previously concluded **may be declined** with a closure letter. Behavioural restrictions under this policy **do not** replace the right to raise concerns; contact routes will remain available via the communication plan. For rules on recording of meetings within the complaints process, see the Recording of Meetings with Parents – Protocol (Appendix to the Complaints Policy).

13. Record-keeping and data protection

All incidents and decisions are recorded on the Trust system (e.g. CPOMS/other). We:

- keep records **factual, necessary and proportionate**;
- use **roles not names** in outward letters where feasible;
- store and retain records in line with the Trust retention schedule; and
- protect third-party data (including other parents/children). Subject access requests will be handled under UK GDPR/DPA.

14. Reviews and appeals

- **Reviews:** Communication plans and premises restrictions are reviewed at the stated interval (normally **3–6 months**; at least **annually** for indefinite bans). Adults may submit representations ahead of review.
- **Appeals:** Adults may appeal **Stage 3–4** decisions in writing to the **Chair of Trustees** within **10 working days** of notification. Appeals consider proportionality, process and any new information, and will confirm, vary or rescind the decision.

15. Reintegration

Where behaviour improves, measures will be stepped down. Following any restriction, a **re-integration meeting** will re-set expectations and confirm ongoing communication arrangements to support a positive relationship.

16. Training and implementation

Schools will brief front-office and pastoral staff on this policy, including how to triage incidents, apply the flowchart, and escalate promptly to the Head/CEO. Leaders should keep the **summary flowchart** visible in reception/offices.

Annex A – Communication Plan / Restricted Contact (template)

Applies to: [Adult initials] re [Pupil initials, Year].

Effective: [date] to [date]. **Review on/around:** [date].

Single Point of Contact (role): [e.g. Head of School].

Contact route: [generic inbox/phone window].

Permitted channels: [email only / scheduled phone call via reception].

Response windows: Acknowledge within **2 working days**; substantive reply within **5 working days** (safeguarding urgent items excepted).

Meeting protocol: Agenda agreed 2 working days in advance; attendees by role; meeting 30–45 minutes; notes recorded by school; recording only if all present agree; otherwise agreed notes/school transcript will be provided (see Recording Protocol).

Boundaries: No direct contact with classroom staff; no drop-ins; no social-media contact with staff; no public commentary naming staff/pupils.

Breach: Reminder → written warning → escalation to premises restriction.

Annex B – Formal Warning (Letter of Concern) – model text

Subject: Formal warning regarding conduct

Dear [Parent/Carer],

We value positive relationships with families. However, recent behaviours have caused distress/disruption: [brief factual description]. While we respect your right to hold and express views, we ask that future contact remains respectful and follows our published routes. This letter is a **formal warning** under the Managing Unreasonable Behaviour by Adults Policy. If behaviours continue, we may introduce a **communication plan** and, where necessary, **restrict access to the premises**. Our intent is **protective**, not punitive, and we remain committed to working with you in the interests of [child's initials].

Yours sincerely,
[Role: Head/CEO]

Annex C – Premises Restriction (Notice) – model text

Subject: Restricted access to school premises (time-limited)

Dear [Parent/Carer],

To protect staff and pupils following the behaviours set out in our letter dated [date], TEAM MAT is introducing a **restricted access arrangement** with immediate effect. You may attend site only for [drop-off/collection at agreed location/time]; you should not enter school buildings. All communication must be via the [role] using [generic inbox]. Staff will not

engage beyond this arrangement. This measure is **protective**, not punitive, and does not restrict [child's initials]' access to education. The arrangement will be **reviewed on/around [date]** (normally within **3–6 months**). You may submit representations ahead of review and may appeal this decision in writing to the **Chair of Trustees** within **10 working days** of this notice.

Yours sincerely,
[Role: CEO]

Annex D – Summary flowchart (text)

Concern arises (on site, communications or online) → **Head triage** (risk/impact/frequency; safeguarding check).

Immediate risk?

- **Yes** → Short-term restriction (Head) and/or police; confirm in writing; CEO review.
- **No** → Stage 0 → 1 → 2 as needed.

Stage 0 Informal clarification → **Stage 1** Formal warning → **Stage 2** Communication plan (review 3–6 months) → **Stage 3** Short-term restriction (Head) → **Stage 4** Premises restriction/ban (CEO; review termly/6-monthly; annual review if indefinite) → **Stage 5** Police/legal.

At all stages: keep records; use roles not names; remain child-centred; step down when improvement sustains.