



Document Control
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**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Dealing with Abusive Parents/Carers Policy



Document Owner and Approval

The Hayling College is the owner of this document and is responsible for ensuring that this policy document is reviewed in line with the School's policy review schedule.

A current version of this document is available to all members of staff in the School Pool
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Version History Log

Version	Description of Change	Date of Policy Release
1	Initial issue	November 2024
2	Policy Review	November 2025

Statement of Principles

This policy has been written taking into account the DfE Guidance 'Advice on school security: Access to and barring individuals from school premises' December 2012 as well as NAHT guidance on dealing with abusive parents/carers.

At The Hayling College we value the positive relationships forged with parents/carers and visitors to the school. We encourage close links with parents/carers and the community and believe that students benefit when the relationship between home and school is a positive one. We also strive to make our school a place where, as adults, we model for students the behaviour we teach and expect. In general, we place a high importance on good manners, positive communication and mutual respect.

Almost all parents, carers and visitors to The Hayling College are keen to work with us and are supportive of the school. However, on very rare occasions the behaviour of a small number of parents/carers falls short of what we expect. This sometimes manifests itself in aggression or abuse towards members of the school community. This can be in written communication (including social media), on the telephone or in face-to-face incidents.

In these situations we expect members of staff to behave professionally, attempting to defuse the situation where possible and seeking the involvement as appropriate of other colleagues. Staff who face these situations have licence to end any conversation (face to face or on the telephone). They should then refer the incident to a senior manager who will take appropriate action or invoke the provisions of this policy.

The overriding principle is, however, that all members of the school community have the right to work or be in school without fear of aggression or abuse from parents/carers. The Board of Governors has a requirement to protect staff and students from such aggression.

The progress and well-being of the parents/carers child(ren) will be fully considered. Actions taken against the parent/carer will be reasonable and proportionate. The parent/carer will have the opportunity to put their views forward at every stage. In the case of the imposition of conditions or a ban from school, robust review processes involving the Chair of Governors and then the Board of Governors are in place to ensure fairness.

Definition of unacceptable behaviour

We consider that aggressive, abusive or insulting behaviour or language from a parent/carer presents a risk to staff or students. Unacceptable behaviour is such that makes a member of staff or student feel threatened. This can be through face-to-face contact, on the telephone or in written communication (including social media). The following is not an exhaustive list but seeks to provide illustrations of such behaviour:

- any kind of insult as an attempt to demean, embarrass or undermine
- any kind of threat
- raising of voice so as to be intimidating



- physical intimidation, e.g. by standing very close to him/her or the use of aggressive hand gestures
- use of foul or abusive language
- any kind of physical abuse
- allegations which turn out to be vexatious or malicious.

The school's approach to dealing with incidents

If a parent/carer/visitor behaves in an unacceptable way towards a member of the school community, the Headteacher or appropriate senior staff will assess the level of risk before deciding on a future course of action. The course of action will be reasonable and commensurate with the assessed level of risk.

Risk Assessment

The Headteacher will carry out a risk assessment in order to help make a decision about the level of response. The status as recognised parent/carer will also be checked with records, to ensure the parent/carer has not been denied access to the child and, therefore, they do not have the right to be in school.

In all cases the response will be reasonable and proportionate. The Headteacher will consider the following questions:

- What form did the abuse take?
- What evidence is there?
- What do witnesses say happened?
- Are there previous incidents to take into consideration?
- Do members of staff/students feel intimidated by the parents/carers behaviour?
- Is there any evidence of provocation?
- How high is the assessed risk that this will be repeated or there will be retaliation at the school's action? (low, medium, high).

Recording of Incidents

Staff/students subject to abuse and witnesses will make written statements about incident(s) which will be kept in a file with subsequent letters. This file will be kept by the Headteacher's PA. Depending on an assessment of the risk of retaliation to witnesses or individuals, statements made by adults these may be made available to the parent/carer if they request it.

The School's Response

Following the completion of the risk assessment, the Headteacher will decide the level of action to be taken. Actions will include the following:

1. Clarify to the parent/carer what is considered acceptable behaviour by the school



In some instances it may be appropriate simply to ensure the parent/carer is clear about behaviour standards expected by the school. This could be explained by letter from the Headteacher. This letter may contain a warning about further action if there are further incidents. The parent/carer will be invited to write to the Headteacher with his/her version of events within 10 working days.

Depending on the parent/carer response a meeting may then be held to discuss the situation and how this can be avoided in future.

2. Invite the parent/carer to an informal meeting to discuss events

This could be helpful to discuss and diffuse the situation.

The safety and well-being of those attending such a meeting must be carefully considered. Members of school staff will always be accompanied by at least one other colleague at any such meeting. Consideration should be given to the seating arrangements, and care taken to ensure exits cannot be blocked by a parent/carer who could potentially become aggressive.

The main points of discussion and any agreed actions should be noted, and a follow-up letter or e-mail sent to confirm the school's expectations and any agreed actions.

3. Impose conditions on the parent/carer contact with the school and its staff

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Parents/carers of enrolled students have an 'implied licence' to come onto school premises at certain stated times. It is for schools to define and set out the extent of such access. Parents/carers exceeding this would be trespassing.

Depending on the type, level or frequency of the unacceptable behaviour, the school may consider imposing conditions on the parents/carers contact with the school. These conditions may include (but are not exclusively):

- being accompanied to any meeting with a member of school staff by a member of SLT
- restricting contact by telephone to named members of the senior leadership team
- restricting written communications to named members of the senior leadership team
- restricting attendance at school events to those where the parent/carer will be accompanied by a member of the senior leadership of the school
- any other restriction as deemed reasonable and proportionate by the Headteacher.

In this case the parent/carer will be informed by letter from the Headteacher the details of the conditions that are being imposed. The parent/carer would then be given 10 working days from the date of that letter to make representations in writing about the conditions to the Chair of Governors. The Chair of Governors would then decide whether to confirm or remove the conditions. This would be communicated to the parent/carer in writing within 10 working days of the date of the parents/carers letter.



If the decision is to confirm the conditions imposed, this decision will be reviewed by the Board of Governors after approximately six months (and every six months after that, if appropriate). The parent/carer will be invited to make written representation to the Governors. This and the evidence from the Headteacher will be considered at a meeting of the full Board of Governors. Governors may decide to maintain, extend or remove the conditions. The decision of the review will be communicated to the parent/carer by the clerk to the Governors within 10 days of the date of the meeting.

When deciding whether it will be necessary to maintain, extend or remove the conditions, Governors will give consideration to the extent of the parents/carers compliance with the conditions, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parents/carers co-operation with the school in other respects.

4. Imposing a ban

Where other procedures have been exhausted and aggression or intimidation continues OR where there is an extreme act of violence then the school may consider banning the individual from school premises. This will include banning a parent/carer from accessing school staff by written communication or telephone.

In these circumstances, the individual would be advised in writing by the Headteacher that a provisional ban is being imposed. The parent/carer would then be given 10 working days from the date of that letter to make representations about the ban in writing to the Chair of Governors.

The Chair of Governors would then decide whether to confirm or remove the ban. This would be communicated to the parent/carer in writing within 10 working days of the receipt of their letter.

If the Chair's decision is to confirm the ban, parents/carers in these circumstances will be offered an annual meeting about their child's progress, usually with a member of senior staff.

A decision to impose a ban will be reviewed by the Board of Governors after approximately six months (and every six months after that, if appropriate). The parent/carer will be invited to make written representation to the Governors; this and the evidence from the Headteacher will be considered at a meeting of the full Board of Governors. Governors may decide to remove the ban, extend the ban or impose conditions on parents/carers access to the school. The decision of the review will be communicated to the parent/carer by the clerk to the Governors within 10 days of the date of the meeting.

In deciding whether to remove or extend the ban or impose conditions, Governors will give consideration to the extent of the parents/carers compliance with the ban, any appropriate expressions of regret and assurance of future good conduct received from him/her and any evidence of the parents/carers co-operation with the school in other respects.

5. Removal from school

Parents/carers who have been banned from the school premises and continue to cause a nuisance will be deemed to have committed a section 547 offence. They will be considered as trespassers. In



these circumstances the offender may be removed from school. This may be carried out by a police officer or person authorised by the Board of Governors. Legal proceedings may be brought against the parent/carer.

6. Complaints policy

Any parental/carer complaint that arises from incidents of abusive behaviour will be dealt with under the complaints policy.

7. Monitoring by the Board of Governors

This policy is reviewed by the school's Board of Governors every two years.

All actions taken under this policy are also monitored by the Board of Governors. Details of incidents are reported to the governors as part of the Headteacher's report to governors' meetings. Parents/carers names and details are not identified to the board.



Appendix 1



HAVANT FEDERATION
OF SCHOOLS
WORKING TOGETHER FOR A BETTER EDUCATION

Statement from the Governing Bodies and Headteachers from the Havant Federation of Schools:

Social media and the use of Mobile Phones.

We all recognise that respectful relationships result in a happier and safer society. The use of modern-day technology particularly through the use of **mobile phones and social networking** means that we are more connected as a community than we have ever been before. This communication contributes to greater safety for our young people. As with all forms of technologies there are some drawbacks and disadvantages. As part of the curriculum, we do teach students to be safe on-line. As a group of schools there are occasions when we often find ourselves in compromising situations that have arisen when the technology is not used appropriately. In response to this, the Chairs of Governors and Headteachers from the Federation of Schools in the Havant Area have devised this Joint Statement to clarify their position with parents and carers and to ask for your support in this matter.

Below are just two examples of the issues faced by schools and we are asking you to support us so that our students and local community remain safe, and that the Havant Area is seen as a pleasant place to live and grow up in.

Situation 1

Social Media issues which start when a child is in the care of parents/carers, but which then impacts on the smooth running of the school because what has been posted causes upset and offence to other students.

Social networking has many positive attributes and uses. Social networking is a way of life for our young people and for the majority of adults. Through our education programme and e-safety briefings students are regularly reminded of the advantages and the hidden dangers of using these sites. Increasingly some students and on occasions parents use these sites to try to settle friendship issues that have arisen both in school and the local community. All schools have Anti-Bullying Policies and support mechanisms and where necessary the Police may be informed and involved about any ongoing issues. Often, when social networking is used inappropriately in 'friendship' situations the school is expected to solve the problems. As you would appreciate this is very difficult to achieve. We would ask that parents/carers support us by discouraging the use of social media for such purposes and recognise that should it be used inappropriately the school does not have the legal position to solve the issues.

Equally, we would advise any parent/carer of a child who is being bullied or on the receiving end of unkind comments NOT to post anything on social media as adult involvement rarely solves the issue and is often regarded as antagonistic or even threatening to the minor on the receiving end. Parents/carers are encouraged to seek advice from the school or the police if they are concerned about derogatory comments which have been posted about their child.

We would like to respectfully remind all parents to be aware of unseen consequences that may arise when they post pictures or information about their own or other children on social media. Parents are asked to ensure that their children are aware of this too and that activities or social network sites that students access will form part of their digital footprint and may jeopardise any future opportunities that they wish to apply for.



Situation 2

When a student uses their mobile phone to contact parents/carers during the school day about a situation that has arisen in school.

It is very upsetting for any parent to hear their child report an issue which they have perceived has occurred in school but there are always two sides to any situation and schools are best placed to establish the facts. We would ask parents/carers to respect our guidelines which are that students should not make contact via mobile phone during the school day. If a child does contact a parent, it is more helpful for the parent to contact the school for further details before any conclusions are reached. A fairly minor situation which could have been resolved by the school over the course of the day can sometimes become a major issue because a parent has received a one-sided version of events and has chosen to react to what their child is telling them before being given all of the facts. We would ask parents to trust the judgement of the school and abide and support the schools in the restricted use of mobile phones during the school day.

We are grateful to all our parents/carers for supporting us with the appropriate use of mobile phones and social networking.



Appendix 2



HAVANT FEDERATION
OF SCHOOLS
WORKING TOGETHER FOR A BETTER EDUCATION

Statement from the Governing Bodies and Headteachers from the Havant Federation of Schools.

Relational Conflict and Bullying

The main function of schools is for students to learn and make progress. At the same time schools have a key role to play in conjunction with the students and parents to develop respectful behaviours. As young people grow up and move through adolescence they form and develop friendships with numerous other students and as they move into the latter part of schooling they settle into friendships that are more definite and even in some instances last a lifetime.

In the early years of secondary education students have the opportunity to meet children from other junior schools and they mix with many more students. At this time for some students there can be **relational conflict**, i.e. times when students do not get on socially which can result in such behaviours as name calling, pushing each other, taking each other's property and ignoring someone deliberately. This kind of behaviour is common amongst younger students and as they get older it becomes less frequent and less of a problem. **Bullying** is something that happens in all schools, but it is very different from **relational conflict**, and it is less common. All the schools in the Federation work to prevent bullying. **Bullying is more serious than relational conflict and is defined by the Anti-Bullying Alliance as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying can be physical, emotional or psychological.** Social media whilst it has many merits also provides an avenue for relational conflict and if it continues from the same person(s) bullying occurs, this often happens outside the parameters of the school day.

All schools in the Federation work tirelessly to develop respectful behaviours and comply with the Public Sector Equality Duty to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010. We foster equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and we foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

All schools in the Federation work tirelessly to develop respectful behaviours with all our students and we are grateful for the support we receive from parents/carers when trying to enforce high standards and expectations. Increasingly we have experienced some parents expecting schools to deal with and solve all relational conflicts that occur not only in school, but those that occur at weekends, during holidays and on social media. It is very difficult for schools to act as the mediators in these instances, schools will sanction behaviours according to their Behaviour Policies when it is right to do so.

We would be grateful if parents could assist us and consider the following points when they are faced with behavioural issues regarding their children. This would help all schools to focus the majority of their work on the learning and progress of the young people. It is important to state that at all times we will promote respectful behaviours and respond to serious incidents.



- Is the behaviour that your child is experiencing relational conflict or bullying? Is it the same person(s), has it been carrying on for a while and is your child being overly affected by it? This would be the time to contact the child's school following the recommended pathways which might include the child's Form Tutor, Head of Year/House, Anti-Bullying Co-ordinator.
- If the behaviours are more of a relational conflict then listen to your child and discuss with them how they might approach the next day when they meet the student(s). They could also be encouraged to talk to their Form Tutor or Class Teacher in the first instance. It can often be the case that students fall out with each other one day and the next day they are friends. It is advisable that parents/carers do not contact the school at this time and allow the child to work through it. This also allows them to build the skills to deal with the conflict and the resilience to recognise when behaviours are serious.
- All schools work closely with outside agencies that include the Police to try to resolve 'bullying'. We all work in partnership to try to resolve what can be very complex and difficult cases especially when it involves social media. On occasions the issues have been fuelled by many parties and in some instances parents/carers. In these situations schools and outside agencies cannot always resolve the situation to everyone's satisfaction and any sanctions that are used with the parties are at the discretion of the school. Parents/Carers should realise that it is not helpful for them to insist that the school takes action and under data protection they are not obliged to report on sanctions used on other students.
- At times, in the course of investigating friendship issues or bullying, it is established that the student reporting the issue has also been at fault. If this is the case, we must pursue appropriate action for all parties and need parents to accept our judgements rather than to question them. Part of the learning process for young people is to have consistent messages from home and school and that they must accept responsibility for their actions.
- We are aware that parents/carers can become impatient and want a specific outcome immediately. Parents must realise that investigations take time if they are to be done properly and we respectfully ask that parents are mindful of this. When the outcome is not what parents/carers wanted there is the tendency for parents/carers to complain further to other agencies. Parents/Carers are asked to engage with the school to resolve the issues together and to recognise that sometimes this takes longer than expected.

All the schools in the Havant Federation want our young people to develop into confident, resilient and respectful citizens of the future. It is important that we all work together to achieve this and we strongly ask parents/carers to support us and follow the procedures that are outlined in this document. Where it is necessary parents/carers will be referred to this document when it is clear that the support for what we are trying to achieve is not forthcoming. We are very grateful for the vast majority of parents/carers who support the schools in what they are trying to achieve with regards to young people's behaviour and relationships.



Appendix 3



HAVANT FEDERATION
OF SCHOOLS
WORKING TOGETHER FOR A BETTER EDUCATION

Statement from the Governing Bodies and Headteachers from the Havant Federation of Schools.

Standards, Expectations and Attendance.

The main function of schools is for students to learn and make progress. At the same time schools have a key role to play in conjunction with the parents to ensure that all our young people develop behaviours that are safe and respectful ensuring that they can contribute to society in a meaningful and lawful manner. All of the schools expect the young people to arrive at school each day safely, ready to learn and respecting their fellow students and the Teachers and staff who support them on a daily basis. We also expect our young people to act safely and respectfully in their school and local environment and be excellent role models for themselves, their school and their parents/carers.

Standards and Expectations. Although they will be very similar, each of the schools have their own code of conduct for behaviours, systems and routines in the classroom and around their building and site. The young people are made aware of the expectations and standards and are expected to comply to ensure that all are respectful and clearly focused on behaviour that allows learning to take place and for the individual to make progress. We want it to be the norm that young people do not adversely affect the learning of others.

Each of the schools also have systems to reward young people and equally there are sanctions that schools will apply when a young person does not conform to the standards that are set. These can include catching up on missed work, detentions, studying away from their normal class or similar activities that are designed for the young person to think, consider their behaviours and amend in order to comply with the school's expectations.

If students' behaviours are extreme or persistently go against the expectations of the school a Headteacher will consider a fixed suspension or permanent exclusion. Prior to this they may have used an internal pre-suspension. The schools also operate a Federation Inclusion system for young people who present persistent challenging behaviours. In this instance a young person will be expected to attend another school for a fixed period where they will remain in the host school's pre-suspension room. When the Federation Inclusion is used it is the expected norm that the child adjusts their behaviour in order to return to the home school. This system has worked positively and has reduced fixed-term suspensions which would otherwise appear on the child's record. Schools do have the legal right to make the decision about where a child's education will take place and we would expect parents/carers to support us at such times.

Each school has strategies and interventions to support children in amending their behaviours and some schools may be in a position to offer support for the family or to make an Early Help Hub referral in order to access such support. It is often the partnership and communication between professionals and parents/carers which is required for these measures to be successful and for students to actively engage.

This statement asks for the support of parents in managing young people's behaviour for the benefit of all concerned. Young people correct their behaviours for the better when all

involved work together to set the high standards and expectations. Each school will deal with substance misuse including vaping or dealing and any possession and use of dangerous articles as very serious matters. Schools will refer any incidents related to drug dealing, knife crime or carrying an offensive weapon to the police.

Attendance. All schools in their work equally emphasise the **importance of high and regular attendance.** If young people are not in school they are not learning and this really affects the progress of a child. **95% as a minimum and above is an acceptable level for a child's progress not to be adversely affected.** A 90% attendance rate results in 18 days of lost education, with 29 days lost at 85% and with 80% equating to a half-term of learning missed. We ask parents/carers to think about the importance of good attendance (95%+) and encourage their child to attend every day unless they are clearly very unwell. We also ask parents/carers to refrain from taking their children out of school for holidays as these are not authorised. Equally, if students are in school, they are safe and not in danger of being exploited by other members of the public.

Working with Parents. All schools want to work with parents/carer to ensure the child receives the best education possible and experiences many social and cultural events that enable them to have excellent personal development and the necessary skills for a successful adult life. All schools encourage open communication between the school staff and parents, as we value the interaction that helps our young people succeed. We aim to acknowledge receipt of emails within a set time and will accommodate any requests as soon as possible.

We understand that parents may only be able to email during evenings and weekends but ask parents to appreciate that a response may not be received outside the parameters of the school day. Additionally, we request that all emails, telephone calls and meetings be conducted with respect and courtesy. Any abuse toward staff will result in the email not being answered, the telephone call or meeting being terminated. The incidents of abuse to staff are increasing and where parents continue to be disrespectful to school staff then communication will be limited, and parents may be asked to not enter the site. We are grateful to most parents who are respectful. Equally, disrespectful behaviour in front of children by the parents is not a good role model.

All the schools in the Havant Federation want our young people to develop into confident, resilient, and respectful citizens of the future. It is important that we all work together to achieve this, and we strongly ask parents/carers to support us and support the procedures of behaviour management and good attendance that are outlined in this document. Where it is necessary parents/carers will be referred to this document when it is clear that the support for what we are trying to achieve is not forthcoming. We are very grateful for the vast majority of parents/carers who support the schools in what they are trying to achieve with regards to young people's behaviour and attendance.

Appendix 4



Statement from the Governing Bodies and Headteachers from the Havant Federation of Schools:

Health and Well-being – Vaping and Smoking

As a Federation of Schools, we are concerned that students are not fully aware of the threat to their health from vaping. Some students are having a high daily nicotine intake and those who have never smoked are becoming addicted to vaping. This carries many physical risks and the risk of addiction. We have the concern that the effects of vaping can and will affect the progress of students academically, which can have an impact on their longer term educational and employment opportunities.

There has been a gradual increase in the use of vaping in society, for adults and young people. Originally intended to support people to give up smoking, vaping is more commonplace among the students in our schools.

We are taking the rise in vaping seriously, particularly as it can have a negative effect on a young person's health and well-being both for now and their future. We are also concerned that young people might be partaking in illegal substances in vapes. Below is a summary of vaping, for your information.

What is vaping?

Vapes are electronic devices designed to allow people to inhale nicotine in a vapour. Using a vape is known as vaping. Vapes are also available without nicotine.

Nicotine vaping is recommended by the NHS as a way for adults to stop smoking. It isn't recommended for non-smokers, especially children and young people under 18. Vaping is substantially less harmful than smoking but that doesn't mean it's harmless.

The risks to our young people

Smoking gives you nicotine by burning tobacco, which creates many harmful toxins that can cause serious illnesses including cancer, lung disease, heart disease and a stroke. Vaping gives you nicotine by heating e-liquid, which creates fewer toxins and at lower levels. In general, smokers who switch to vaping reduce their exposure to a wide range of toxic substances. This includes tar and carbon monoxide, very harmful compounds which are produced by cigarettes but not by vapes. But vaping still exposes users to some toxins and we don't yet know what the risks might be in the longer term.



Nicotine is an addictive substance which can be hard to stop using once you've started. Also, nicotine may be riskier for young people than for adults – there's some evidence that in adolescence the brain is more sensitive to its effects. Nicotine is a toxin and poisoning can happen if larger doses are taken. Nicotine is an addictive substance, and you can become dependent on vapes, especially if you vape nicotine regularly. Giving up nicotine can be difficult because the body must get used to functioning without it. Withdrawal symptoms can include cravings, irritability, anxiety, trouble concentrating, headaches and other mental and physical symptoms. Find out more about [nicotine](#).

Nicotine vaping products are covered by regulations to protect users, including maximum nicotine strength and bans on certain ingredients. But some disposable vapes on sale are illegal and don't meet UK quality and safety regulations. They might look like the real thing, but they aren't so it isn't possible to know what's in them. Non-nicotine vapes are not covered by the same regulations as nicotine vapes and are not without risk.

In the UK it is illegal to sell nicotine vaping products to someone under the age of 18, or for adults to buy these products for them. Whilst this is the law students younger than 18 are accessing vaping.

The way forward – it is important for parents, carers and the school to work together on reducing vaping

- As parents, please establish whether your child is vaping and or has access to vaping. Speak to your children about it and reinforce the negative effects of vaping with them. If necessary, seek further information, advice, and help.
- In school we will educate the students about vaping and its effects on health and well-being and reinforce this regularly.
- Vaping, smoking, or bringing vapes and cigarettes into school is not permitted as per the health and safety policy. Students will be sanctioned in each school according to the Behaviour Policy.

Vaping or in possession of a vape

We will follow the individual schools' behaviour policy if a student is caught in possession of a vape or there is clear evidence they have been vaping (e.g. caught by member of staff coming out of cubicle with fumes).

Children under 18 should be asked where they got the vape (or cigarette) from. Complaints can be made to trading standards through the [Citizens Advice online portal](#).

Teachers should be aware that vapes could be used to exploit the most vulnerable children, as is the case with other age restricted products such as tobacco and alcohol.

Parents and students can access further reliable information from the [Frank Website](#).



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References

ASH guidance on developing school policies on vaping <https://ash.org.uk/uploads/ASH-guidance-for-school-vaping-policies.pdf>

FRANK <https://www.talktofrank.com/drug/vapes#the-law>

Appendix 5



Dear Parent/Carer

The Havant Federation of Schools includes the secondary schools of Hayling, Warblington, Crookhorn, Oaklands, Cowplain, Horndean, Park, Havant Academy, Purbrook, Prospect School and The Key. As a group of schools we work together closely and we share good practice for the benefit of all the young people who live in the Havant Area. The Chairs of Governors and Headteachers from the Federation have devised joint statements to clarify their position with parents and carers about four key issues that schools increasingly encounter. All statements recognise that all schools want to work to develop respectful relationships which result in a happier and safer society. These statements have been created to make it clear to parents/carers how the schools will respond in such circumstances.

The first statement refers to **social media and the use of mobile phones**. The use of modern-day technology, particularly using mobile phones and social networking, means that we are more connected as a community than we have ever been before. This communication contributes to greater safety for our young people. As with all forms of technologies there are some drawbacks and disadvantages. The statement makes it clear how schools will respond to issues related to social media and the use of mobile phones. Schools also educate young people to be safe when they use social media and on-line devices.

The second statement refers to **relational conflict and bullying**. As young people grow up and move through adolescence they form and develop friendships with numerous other students and as they move into the latter part of schooling, they settle into friendships that are more definite and even in some instances last a lifetime. At certain times in this adolescence period some students do fall out with their friends and in some instances, bullying does occur in our schools. This statement defines the difference between relational conflict and bullying and sets out how schools will deal with these issues when they arise. It also indicates how parents can support these situations when they arise and work with the school.

The third statement outlines clearly the **expectations** that the schools have of a young person's behaviour and the systems that are in place to support respectful behaviours. There is a section that refers to our work with you as parents and how it is important to always be respectful if we are to work together for the benefit of the child and their education. In this statement the importance of 95% attendance is highlighted as being one that is a minimum for a child's education to not be unduly affected. The appendix gives further detail about attendance and the law.

The fourth statement refers to the increase in **vaping** by our young people, this has been highlighted in the national news. The long-term effects of vaping are unknown, and vaping was intended for those people who wanted to give up smoking. This statement provides information and useful links to websites for parents to view.

We hope that these statements are useful and that the information makes it clear as to how schools



will support the child as well as indicate to parents/carers how they can support their child at home and in the wider community. Experience indicates that when the school and home work in partnership issues are resolved more quickly, usually with a successful outcome. Each school has a code of conduct that explains how the school works with their stakeholders.

During the first term all students in the Federation will receive an assembly on Relationships, Bullying and Attendance, this supports the joint statements that are issued.

We ask that parents/carers support the school when dealing with these issues. As a group of schools, we will always work with our young people to ensure that they are well equipped with the academic and social skills to be responsible citizens in the future.