Cardiff Council

Keeping all school staff safe from abuse, threats and violence

Guidance for schools

January 2020

Signed (Chair of Governors): S. Osborne

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1. Introduction

There is no place for violence, threatening behaviour or abuse in schools. All school based staff have a right to expect that their school is a safe place in which to work and learn.

The **Keeping All School Staff Safe from Abuse, Threats and Violence Guidance for Schools** aims to assist Headteacher and Governing Bodies in cases where the behaviour of visitors to the school gives cause for concern.

Headteachers and Governors are encouraged to make all members of staff aware of this guidance and also to consider the guidance in relation to their own school's policies and procedures.

This document links to the Cardiff's **Violence At Work Policy**, which is the Council's commitment to reducing, and where possible eliminating, the risk of violence to all employees and other representatives of the Council.

2. Important Contacts

Staff Member	Contact Telephone	Email	Focus
Donna Jones OM Health and Safety	**02920872949 07507864158**	**CorporateHealthandSafetyMailbox @cardiff.gov.uk**	**General Advice and Support, including risk assessment**
Neil Hardee Head of Services to Schools	**02920872802 07971389474**	**N.Hardee@cardiff.gov.uk**	**Advice and support**
Mark Roberts Solicitor, Litigation	**20920872528**	**Mark.Roberts@cardiff.gov.uk**	**Legal Advice and support**
Jeremy Griffiths Corporate Security	**02920234297**	**Jeremy.Griffiths@cardiff.gov.uk**	**Security advice and support, including personal safety**
Jeremy Rhys Communication	**02920872639**	**Jeremy.Rhys@cardiff.gov.uk**	**Media and communication, including social media advice**
HR People Services	**02920872222**	**hrpeopleservices@cardiff.gov.uk**	**HR enquiries**
Occupational Health Counselling Service	**02920788301 or Care first (24 hour) 0800 174319**		**Counselling**

3. Types of Violence

Violence at work includes both physical and non-physical abuse. Incidents of non-physical abuse include:

- Verbal and written abuse
- Threatening behaviour
- Gesturing
- Swearing, shouting, insults
- Intimidating behaviour causing fear or emotional upset
- Abusive or offensive phone calls, letters, faxes, emails or entries on media/social networking sites, including:
  - Unpleasant/abusive postings about teaching staff
  - Postings that are critical of the leadership/management of the school.

Aggressive or inappropriate physical contact can include:

- Assault causing serious or minor injuries
- Kicking, biting, punching, spitting, scratching
- Sexual assault
- Use of weapons
- Aggressive animals (dogs etc.)
- Violence to property

4. Potential Causes of Violent Behaviour

It can be difficult to anticipate a violent or aggressive act because it is not always premeditated and does not always have an obvious cause. However, it is important to recognise that there are often signs and triggers which members of staff can observe prior to a violent incident. Recognising these can often help to defuse or avoid a potentially violent situation.

Please refer to **Section 14: Model Procedures for Staff in dealing with incidents involving violence, threats and abuse for further guidance.**

All members of staff must be aware of the importance of sharing relevant information with colleagues. It often happens that, after an incident, someone will come forward with information or expressing a feeling that something was not quite right, but they did not think it worth mentioning at the time. Any incident that involves violent or inappropriate behaviour needs to be appropriately reported and proportionality reviewed, the Council recognise that an assault is not a failure of the member of staff and encourage proper and factual reporting of all incidents causing concern, disturbance or nuisance.

5. Legal Framework

The Education Act 1996, Section 547, provides the legal framework within which troublesome visitors on school premises can be dealt.

A visitor cannot be prosecuted under Section 547 merely for entering school premises after they have been barred. Section 547 is only applicable if the barred person causes a nuisance or disturbance when on school premises after being barred. It is for the Police or Local Authority* to decide whether behaviour constitutes nuisance or disturbance.

*This power is usually delegated by the Local Authority (community, voluntary controlled and community special schools) or governing body (foundation or voluntary aided schools), to the head teacher.

In Cardiff Council, the view is taken that the governing body and head teacher have control of the occupation of the school premises, so the head teacher is the authorised person for the purposes of Section 547 of the Education Act.

With regard to social media, there may well be instances where the post may be regarded as defamatory. Section 1 of the Defamation Act 2013 states:

A statement is not defamatory unless its publication has caused or is likely to cause serious harm to the reputation of the claimant.

However, there are defences to such a claim and sections 2 and 3 state:

It is a defence to an action for defamation for the defendant to show that the following conditions are met:

1. *The first condition is that the statement complained of was a statement of opinion*
2. *The second condition is that the statement complained of indicated, whether in general or specific terms, the basis of the opinion*
3. *The third condition is that an honest person could have held the opinion on the basis of:*
4. *Any fact which existed at the time the statement complained of was published;*
5. *Anything asserted to be a fact in a privileged statement published before the statement complained of.*

Given the above and the publicity associated with incidents of this nature, such action would not be lightly entered by the Council, and only where:

1. The requirements of the offence are clearly made out **and**
2. Where the steps mentioned in Handling Incidents: General Principles (page 13) has failed to have the desired effect.

Further information regarding legislation can be found in the Malicious Communications Act 1998, section 1 or by contacting the Council's Legal team.

6. Roles and Responsibilities

The Local Authority, Schools and Governing Body should be committed to reducing the risks of its staff from acts of violence and aggression by:

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

In identifying types of violence the Local Authority, Schools and Governing Body recognise that staff can be intimidated or threatened by a variety of circumstances, not simply physical assault.

7. Liaison with the Local Authority

In Local Authority maintained schools, the Local Authority will take a proactive role in taking all possible action to deal with violent, threatening, abusive behaviour towards school based staff, in response to the wishes of the school, as appropriate.

Following an incident, schools should contact the Duty Silver Officer (member of Education Management Team) on 07971 389474. This officer will be the continued point of contact regarding the incident, and will liaise with teams including Health and Safety, Legal Services, HR People Services, Corporate Security and Communications. The officer will keep the school informed of any updates by the end of the day of the incident.

Depending on the scale of the incident, the Officer may call a case conference, including the above teams. The Headteacher will be kept informed of this.

Immediate advice and support may be provided to a school if they contact the Corporate Health and Safety Team: Tel 02920872949

Dependant on the severity of the incident a Corporate Health and Safety Officer or School Health & Safety SLA Officer may attend the school to provide further support.

A Cardiff Council Violence at Work Report Form should be fully completed after each incident. Additional notes or staff witness statements (Signed and dated) can be added on separate sheets and sent in, along with the Incident Report Form (Appendix E) as additional information.

The school will be asked to save any relevant and specific CCTV footage relating to an incident for the appropriate authorities to view following all General Data Protection Regulations and the Data Protection Act 2018 and the authority's CCTV Policy.

Any staff involved in a serious physical, abusive or threatening incident will be asked if they wish to report the incident to the Police and be offered counselling via the Local Authorities Counselling Service 029 20788301 or Carefirst (24 hour service) 0800 174319.

8. Liaison with the Police

Preventive Action

If a school has any concerns or fears regarding a potentially violent, threatening or abusive visitor, it should not hesitate to contact the police in advance for help and advice.

The police are keen to support schools in the prevention of incidents. If a school has concerns, the police will not consider any issue too small. They can provide advice and support, including being present on the premises when a visit is made, if it is agreed this would be helpful.

Action following an Incident

Any incidents of a less serious, or ambiguous nature, can also be discussed with the Police.

In all cases of assault causing actual injury, the employee sustaining the injury is advised to make a formal complaint to the police against the assailant, unless this is considered inappropriate (eg: young pupil with ALN). This decision, although personal, should be discussed with the Headteacher. Assault is a criminal offence, which may result in prosecution at court.

Contacting the Police

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

9. Risk assessment

An assessment of risk to staff and others from abusive and violent visitors should be undertaken by schools. This forms part of the "whole school risk assessment". If stand alone document is required, see Appendix C.

Activities and workplaces should be looked at and considered for what could reasonably be expected to cause harm and it is good practice to ask staff directly about the extent of problems that they are aware of, as part of the process of assessing risk.

A risk assessment should:

- Identify what the risks are (e.g. abuse, threatening behaviour, violence, and from whom)
- Identify who is likely to be at risk, e.g. reception staff, teachers, caretaker, key-holders [emergency call outs]. Are there new staff who might be at greater risk because they do not know what to do in difficult situations?

- Evaluate the risks and show whether existing precautions are adequate or whether more should be done. Additional precautions may include changes to working practices or providing staff with adequate information, instruction and training. A decision then needs to be made as to whether the precautions reduce the risk as far as is reasonably practicable.
- Record the significant findings, including how people could come to harm and the most important conclusions about reducing risk
- Be reviewed from time to time and revised if necessary. This is essential if, at any time, a new procedure is introduced which could lead to a new and significant risk

A blank risk assessment form is included at **Appendix C: Risk Assessment Form**, as well as two completed examples.

It is important that **all** incidents of violence, threats or abuse are reported and monitored by the school. Incidents where physical injury occurs must be recorded on an Accident Form as well as a Violence at Work Form. Incidents of a verbal nature are to be reported via a Violence at Work form only.

10. School Policies and Procedures

All schools should ensure they have a policy for dealing with incidents involving abusive, threatening or violent visitors, as well as a set of procedures, which covers:

- What to do when an incident arises;
- Who to contact during an emergency (i.e. at the school, the Local Authority, Police);
- How to record and report incidents;
- What follow up action is necessary;
- What support is available.

The outcomes from the completed risk assessments should inform the school's procedures.

Appendix B: Model Home School Agreement and Social Media policy
All schools are advised to have a policy setting out the expected behaviour of all families and pupils.

Parents and families should be aware that any complaints need to be made through official channels, rather than posting them on social networking sites about any member of the school community. Parents should be reminded that if they are found to be posting defamatory comments on social media sites, they will be reported to the appropriate 'report abuse' section of the network site and may be referred to the Council's legal section for further action.

The Governing Body needs to formally adopt all policies and ensure there are robust procedures in place for managing complaints. Guidance for governors on how to deal with complaints can be found at https://beta.gov.wales/school-complaints-procedures-guidance.

11. Staff Training

Teachers and school support staff should be given training in managing aggressive behaviour. The aim of the training is that visitors are calmed down and provided with opportunities and encouragement to express their views in an appropriate way.

Training could include:

- The causes of violent and aggressive behaviour;
- The policy and procedures for dealing with violence;
- Safe working practices ;
- What to do when feeling threatened with violence:
    - Managing confrontation by using positive interpersonal skills;
    - Attracting the attention of colleagues;
    - How to use security equipment such as alarms;
- Ensuring an escape route;
- How to escape from aggressive people;
- After-incident support and care, including awareness of the impact that violent events can have on staff and others, and of the arrangements for support.

School based staff must be conscious at all times of the need to keep personal and professional lives separate. Staff should not be in a position where there is conflict between work for the school/Cardiff Council, and personal interests.

For further advice on training, contact your Health and Safety Officer on 02920872949. Requests for Conflict Resolution training should be directed to the Cardiff Academy CardiffAcademy@cardiff.gov.uk

12. Management of Future Behaviour

The Headteacher will need to make a judgement as to whether the individual is likely to become involved in such an incident again, or whether there were unique circumstances in this specific case. If it is likely that the behaviour will be repeated, a **Warning Letter** should be sent explaining that the behaviour is unacceptable and will not be tolerated (see **Appendix F**). It is recommended that this letter is copied to the Director of Education and Health & Safety team CorporateHealthandSafetyMailbox@cardiff.gov.uk

On future visits to the school, advance notice of the visit is to be expected. Members of staff expecting to meet a potentially abusive parent/visitor should not do so alone.

Where a parent has received a warning notice and then moves to another school, the head teacher should forewarn the receiving school that the parent has been involved in an abusive incident. The head teacher should also inform the Health and Safety Team Alert@cardiff.gov.uk to ensure that the ALERT system is updated. Access to the ALERT database will be provided to all schools during the Autumn Term 2019. Assistance to operate the system will be available via your school Health & Safety SLA Officer. A copy of the ALERT guidance document is available via Cardiff Docs.

13. Social Media Incidents

Where a post on social media causes upset to a member of staff, the quickest way to get the material taken down is to ensure the person who posted it understands why the material is unacceptable and to request they remove it. It is recommended that this is not done via the school media site that hosts the offending post, but is undertaken by the school either face to face with the person who posted the offending comment, by letter (**model letters included in Appendix B to be sent from Headteacher**) or telephone call.

Should this prove unsuccessful, the school are able to approach the host of the media site in question and request that the comments are removed. **Appendix B** contains information on how schools can approach the hosts of the various social media sites such as Facebook, Twitter, Youtube etc, with a view to having the offending comment removed. This is not an action that requires input from the Council's legal services department, but rather something that can be undertaken by individual schools. In many ways is best undertaken by the school, as they are best placed to understand the background of the offending post.

Where posts are more minor, but still unpleasant for the staff member involved, or refer to incidents in school which may be factually correct but have been portrayed in a way that deliberately sets out to undermine the member of staff or where requests to have the post removed have failed, matters may be more difficult to resolve. Whilst it may be difficult to accept, sometimes ignoring the post is the best answer. Schools are advised to consider whether in the particular instance, and given the person responsible for the post, whether there is a real possibility that a response from the school to the post will have the effect of disseminating the content of the post to a wider audience.

Support for staff involved in these kinds of incidents can be accessed from Occupational Health advice and telephone-based professional counselling is available through the Local Authority's Counselling Service 029 2078 8301 or Carefirst 0800 174319.

With regard to postings on social media that are critical of the leadership/management of the school, the advice is as follows:

- If the post criticises management of the school, but is not personally abusive, the advice is to contact those responsible (**see model letter at Appendix B – School Based Staff Social Media Policy**) and invite them to address any legitimate concerns via appropriate channels i.e. meetings etc. It is recommended that this letter is copied to the Director of Education and Health & Safety team, CorporateHealthandSafetyMailbox@cardiff.gov.uk.

Support is available via the Council's Press Office for advice and guidance relating to the school's use of social media.

The point of contact for schools is Jeremy Rhys, Senior Communications Officer, 029 2087 2639, Jeremy.Rhys@cardiff.gov.uk.

14. Model Procedures for Staff in dealing with Incidents involving Violence, Threats or Abuse

Avoiding an Incident

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

Members of staff are entitled to support from their manager in handling a potentially difficult parent interview, so, if you have any concerns you should discuss them with your manager. Sensitivity towards parental difficulties is an asset. Many adults are still influenced by their own school and other childhood experiences, as well as their consequent expectations for their own children. Over anxious, or even ambitious, parents can feel very vulnerable.

Remember – A School Head Teacher and staff do not need to immediately meet a parent, guardian or member of the public. Regardless of anyone demanding or requesting to immediately speak with any member of staff, the school can arrange an appointment or meeting within an appropriate time period, this will be a school based decision where deemed appropriate.

An irate visitor may threaten to refuse to leave the school premises until they have spoken to someone. However if they have been offered a reasonable future appointment and been politely asked to leave the premises, they should be warned that it may be necessary to call the Police to remove them from the premises.

A future appointment will allow the school time to prepare an appropriate meeting location at the school and collate all the necessary information relating to the complaint. It also allows time for a potential number of options or solutions to discuss and resolve any grievances raised at the meeting.

A cooling off period of a couple of days is usually beneficial to all parties to allow high emotions to subside and allow a calmer more rational discussion to proceed.

This process should be published in the school handbook, so Parents and Guardians are aware in advance of any incident, of the correct procedure to follow and how the school will manage such complaints on school site.

Preparation is an essential ingredient in ensuring that interviews prove constructive rather than confrontational.

Always try to:

Prepare in advance by:

- Gathering information that might help
- Ensuring the layout of the room is not intimidating for visitors and allows you to escape quickly; if possible position your chair/desk with the door behind you
- Positioning seating at equal height so that the parent does not feel patronised, and, if possible, at a 45 degree angle as this is less threatening
- Avoid barriers if it is safe to do so
- Considering items in the room that could be used as potential weapons
- Ensuring there is enough space in the room, whilst also making it appear intimate and relaxing (this can be achieved through lighting and warm colouring). People can need greater personal space than normal when upset or angry and the proximity of others can be more threatening
- Having an alarm readily available
- Considering having a colleague present, or pre-arranging with a colleague to check that all is well, if you have reason to believe that the visitor has a previous history of aggression or violence, or appears to be aggressive or violent.

At the start of any meeting set the boundaries and clearly state the expected code of conduct that must be followed. It must be clear that any unacceptable behaviour such personal abuse, threatening behaviour directed at any member of staff (even those not present in the meeting) will result in the meeting being halted or postponed.

You can advise that if a complainant is feeling that their temper or anger is rising they may ask for the meeting to be adjourned for a period to allow themselves to calm down and collect their thoughts. This is perfectly reasonable when emotive matters are being discussed and may prevent a rapid escalation of someone's personal behaviour.

Remove an angry or upset person from an audience, or, if easier, remove the audience and don't leave them waiting unnecessarily. The fewer people that are involved in an incident, the easier it is for an aggressor to back down without losing face.

Keep the discussion as calm and friendly as possible, paraphrasing what has been said and using sympathy and empathy where appropriate.

Summarise what has been said and follow through. This will help to build trust and respect.

Minimise a visitor's frustration by:

- Being yourself. Do not hide behind authority, status or a job title. By using your name instead of a description of your status, you are presenting yourself as another human being. Later on, if may be important to explain what authority or status you have in order to reassure the visitor that you are in a position to act on their behalf.

- Keeping the visitor talking and explaining the problem, their perception of what has happened, why they feel aggrieved. Use verbal and non-verbal prompts (saying ‗mmm' or yes' or nodding) to keep them talking. Use open questions to encourage them to talk and explain.
- Listening and allowing the visitor to express any complaint, without preventing them from finishing what they have to say. Listen empathetically without pre-judging or patronising. Listen also for the feelings, concerns and possible intentions behind their words.
- Responding promptly, paying attention and showing that you do care about their problem. Don't keep leaving the room as this gives the message that you have other more important matters to deal with.
- Being polite, pleasant and reassuring and do not show anger.
- Resist arguing. It is very tempting to respond and become engaged in an argument, especially if you are the butt of aggression or accused in some way, but it is far more likely to result in conflict or confrontation than contribute to defusing the situation.
- Paying attention to your body language so it is as non-threatening as possible. Avoid aggressive or defensive stances, such as arms folded, hands on hips or waving fingers or arms. Try to relax your facial muscles and convey openness and empathy with the speaker. Make eye contact, but avoid constant eye contact that may be threatening or trigger aggression because it is perceived as staring.
- Trying to explain clearly in jargon free language precisely what your difficulty is in giving the aggressive person what they want. Repeat it until you are sure you are understood because upset people do not always hear the first time.
- Not making any promises, which you know you cannot keep as this may make things worse for you or your colleagues at a later date.
- If a meeting is terminated, always ask the visitor to politely leave the building in a calm manner.
- All future communication should be via polite written letters.

A number of useful proformas, including a meeting preparation checklist and forms for recording discussions/meetings with parents or carers is included in Appendices F to H.

Make sure that you are aware of the school's emergency plan procedures and when these should be implemented.

Handling an Incident – General Principles

If someone becomes abusive or threatening, the meeting does not need to continue, consider whether or not you can cope with the situation. You should not feel you have to cope with it alone: offer a more formal meeting to discuss further and arrange an appointment via reception or you should seek help from other people, or leave altogether. If a situation appears to be getting out of control, make an excuse and leave and immediately report the incident to the head teacher/designated person. It is important that you:

- Know whether you are in a position to offer the parent a realistic and reasonable answer to their expectations

- Know whether you are competent to handle the situation
- Be confident you have back up
- Be assured you can summon help
- Have a plan of how to approach the problem.

First keep calm, relax, allow yourself time to think and decide the best course of action. Ask yourself if what has occurred so far in the exchange means that someone else, specially briefed by you, would be better placed to handle the situation.

Colleagues may have particular skills or experience that you do not have. The situation may be such that it requires specialist help, such as the police to eject a person; if so, you should get help quickly, before the situation deteriorates.

With regard to social media, there are occasions when such behaviour is both abusive and threatening from the outset or escalates swiftly to such a level, due to the rapid nature of information sharing. In these cases, if a school considers the comments to constitute a genuine threat to the safety of staff, then the police should be contacted immediately.

Warning Signs

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

- Agitation
- Tapping the table
- Loud speech/shouting
- Muscle tension in face, hands, limbs; fidgeting, hand-wringing; clenching fists
- Drawing breath in sharply
- Finger- wagging or jabbing
- Inability to be still, even pacing about
- Swearing
- Staring eyes
- Sweating
- Oversensitivity to ideas, suggestions
- Rapid mood swings.

It should always be remembered that:

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

- Physical intervention or restraint should always be regarded as an absolute last resort. Staff are allowed to defend themselves but it must always be reasonable and proportionate to remove yourself or a colleague from further harm.

Action to be taken following an incident

- Seek medical attention, if required.
- Report verbally to your head teacher/manager as soon as possible. Other staff may be at risk from the same person.
- Complete an Incident Report Form and pass to your head teacher/manager for investigation, having sought Union advice, if appropriate (Appendix E).
- Take time with your head teacher/manager to discuss the incident and your feelings.
- Ask for assistance if you need it.
- Consider Police involvement, if they are not already involved.
- Review the schools risk assessment to identify if any controls failed or further actions are needed to be implemented to improve security.
- Assault is not a failure of a member of staff, despite how a potential assailant may attempt to make a member of staff feel.
- The Council consider staff should engage with the independent counselling service, via Care first (see page 3 for details) to receive further support for all staff involved after an incident.

In all cases of assault, causing actual injury the employee sustaining the injury is advised to make a formal complaint to the Police against the assailant, unless this is considered inappropriate. This decision, although personal, should be discussed with the head teacher/manager.

Always get staff and witnesses involved to complete an Accident (if physical injury occurred) and a Violent Incident Report Form.

Check and save any CCTV images that may have captured the incident as the Police may wish to view the footage.

Appendix A: Example Poster 1 - you may like to resize this to A3

Insert School Logo

WELCOME TO XXXXXXXXXXXXXXXXXXXXXX SCHOOL. PLEASE SIGN THE VISITORS BOOK AS SOON AS YOU ENTER THE BUILDING.

We welcome visitors to our school.

We will act to ensure it remains a safe place for pupils, staff and all other members of our community.

If you have concerns we will always listen to them and seek to address them.

Please be aware, however, that abusive, threatening or violent behaviour will not be tolerated in this school.

Visitors behaving in this way are likely to be removed from the premises and prosecuted.

Appendix B.1

Model policy for the expected behaviour of all families and visitors to the school

Schools are advised to have a Home School agreement setting out the expected behaviour of all families, including on social media. The Home School agreement should also set out the procedures that should be followed if a family member wishes to make a complaint.

Home School Agreement

Insert logos

Child's name & Class

Add in School Values/Mission Statement

As a school we will;

- live by and foster our whole school values
- provide a safe, caring and friendly environment in which well-being is a priority and children grow and develop in confidence
- provide a stimulating and welcoming environment
- celebrate pupils' successes and achievements
- promote positive relationships and encourage self-discipline, independence and responsibility
- expect and build the highest standards of behaviour and growing personal development
- promote the benefits of leading a healthy lifestyle
- provide a broad and balanced curriculum and advise parents of its content and structure
- be ambitious for our pupils to ensure that they achieve their full potential as valued members of our school community
- set and monitor progress towards challenging learning targets
- set and mark regular homework in line with the school's homework policy
- encourage uptake and regular participation of a range of extra-curricular activities
- expect, support and monitor pupils' attendance and punctuality
- actively promote an effective partnership with parents as co-educators
- report to parents on pupils' performance through regular contact including consultation evenings and annual reports
- keep parents informed about school achievements and activities through regular communication through a wide range of channels.

School signature……

As a family we will support the pupil's education and well-being by endeavouring to;

- understand and support the whole school values
- ensure regular good attendance and inform school of any absence
- ensure that pupils arrive and are collected on time, walking to school wherever possible
- avoid family holidays or taking children out of school during school term time and follow the school attendance policy

- play an active role in their child's education and development, supporting their learning and progress
- ensure that homework is completed and returned on time and monitor homework diaries and pupil organisers
- maximise learning opportunities at home
- encourage my child to make the most of the wider school opportunities
- encourage my school to contribute to the school community
- ensure that the correct school uniform is worn and that appropriate equipment is provided
- promote positive relationships and encourage self-discipline and independence
- support the schools policy for behaviour management, encouraging good behaviour, politeness and respect for others
- follow the school E-Safety policy and guidance
- never publish photos/ images/ videos of school life on social media on open forums. We agree to keep all publications to closed friendship groups. Never make any derogatory comments about pupils or members of the school community on any social media.
- attend Parents' Consultation Evenings and other school events
- keep school up to date with relevant information, for example changes to contact details and changes to circumstances which could potentially affect their child's learning, well-being or behaviour.

Parent/Carer's signature…….

As a pupil I will;

- follow and model the school values
- try my hardest at school and set high expectations of myself
- hand in homework completed to the best of my ability on time
- take pride in my appearance and work
- wear the correct school uniform and bring the correct equipment to lessons
- respect other pupils and adults, take responsibility for my actions
- respect property belonging to school and to other people
- behave well and be polite, friendly and helpful to all others
- follow instructions given by any member of staff
- remember that I represent the school both in and out of it, in a way that would make school proud

- tell an adult in school of any worries or concerns I have
- make choices which will keep me keep safe and healthy
- follow the school E-Safety policy
- follow a healthy lifestyle, ensuring I get enough sleep and eat healthily
- make the most of the opportunities that school offers me
- endeavour to take on positions of responsibility
- contribute to the wider school community.

Child's signature……..…….

Schools are advised to included information regarding the school's complaints process

Appendix B.2

Model School Based Staff Social Media Policy

Schools are advised to have a School Based Staff Social Media Policy which includes a School Parent/Carer Code of Conduct.

School Based Staff Social Media Policy

Insert logos

Introduction

The internet provides a range of social media tools that allow users to interact with one another, for example from rediscovering friends on social networking sites such as *Facebook* to keeping up with other people's lives on *Twitter* and maintaining pages on internet encyclopaedias such as *Wikipedia*.

While recognising the benefits of these media for new opportunities for communication, this policy sets out the principles that (insert school name) staff are expected to follow when using social media.

It is crucial that pupils, parents and the public at large have confidence in the school's decisions and services. The principles set out in this policy are designed to ensure that staff members use social media responsibly so that confidentiality of pupils and other staff and the reputation of the school and Cardiff Council are safeguarded.

Staff members must be conscious at all times of the need to keep their personal and professional lives separate.

This policy incorporates previous social guidance provided by the education department and is in line with other local authority social media guidance for schools.

SCOPE

This policy applies to insert school name governing body, all teaching and other staff, whether employed by Cardiff Council or employed directly by the school such as:-

- external contractors providing services on behalf of the school, for example estates/site supervisory contractors, after school providers
- Cardiff Council
- teacher trainees and other trainees
- volunteers and other individuals who work for or provide services on behalf of the school.

These individuals are collectively referred to as 'staff members' in this policy.

This policy covers personal use of social media as well as the use of social media for official school purposes, including sites hosted and maintained on behalf of the school (see sections 5, 6, 7).

This policy applies to personal webspace such as social networking sites (for example *Facebook*), blogs, microblogs such as *Twitter, Snap Chat*, chatrooms, forums, podcasts, open access online encyclopaedias such as *Wikipedia,* social bookmarking sites such as *del.icio.us* and content sharing sites such as *flickr* and *YouTube*. The internet is a fast moving technology and it is impossible to cover all circumstances or emerging media - the principles set out in this policy must be followed irrespective of the medium.

Legal Framework

Insert school name is committed to ensuring that all staff members provide confidential services that meet the highest standards. All individuals working on behalf of the school are bound by a legal duty of confidence and other laws to protect the confidential information they have access to during the course of their work. Disclosure of confidential information on social media is likely to be a breach of a number of laws and professional codes of conduct, including:

- the Human Rights Act 1998
- Common law duty of confidentiality
- The General Data Protection Regulation, and
- The Data Protection Act 2018.

Confidential information includes, but is not limited to:

- Person-identifiable information, e.g. pupil and employee records protected by the Data Protection Act 2018
- Information divulged in the expectation of confidentiality
- School or Cardiff Council business or corporate records containing organisationally or publicly sensitive information
- Any commercially sensitive information such as information relating to commercial proposals or current negotiations

The General Data Protection Regulation provides a stronger legal protection for sensitive information, such as:

- race
- ethnic background
- political opinions
- religious beliefs
- trade union membership
- genetics
- biometrics (where used for identification)
- health
- sex life or orientation

Staff members should also be aware that other laws relating to libel, defamation, harassment and copyright may apply to information posted on social media, including:

- Defamation Acts 2013
- Protection from Harassment Act 1997
- The Protection of Freedoms Act 2012
- Criminal Justice and Public Order Act 2001
- Malicious Communications Act 1998
- Communications Act 2003, and
- Copyright, Designs and Patents Act 1988.

Insert school name and Cardiff Council could be held vicariously responsible for acts of their employees in the course of their employment. For example, staff members who harass co-workers online or who engage in cyberbullying or discrimination on the grounds of race, sex, disability, etc. or who defame a third party while at work may render insert school name or Cardiff Council liable to the injured party.

Related Policies

This policy should be read in conjunction with the following school and County Council policies:

- Cardiff Council Code of Conduct for Employees
  - *360º degree safe cymru - https://360safecymru.org.uk*
- Education Workforce Council Code of Professional Conduct and Practice for Registrants with the Education Workforce Council
- Add relevant school policies

Principles – *Be professional, responsible and respectful*

You must be conscious at all times of the need to keep your personal and professional lives separate. You should not put yourself in a position where there is a conflict between your work for the school or Cardiff Council and your personal interests.

You must not engage in activities involving social media which might bring insert school name or Cardiff Council into disrepute.

You must not represent your personal views as those of insert school name or Cardiff Council on any social medium.

You must not discuss personal information about pupils, insert school name or Cardiff Council staff and other professionals you interact with as part of your job on social media.

You must not use social media and the internet in any way to attack, insult, abuse or defame pupils, their family members, governing body members, colleagues, other professionals, other organisations including associated bodies working in conjunction with the school e.g. before or after school clubs, insert school name or Cardiff Council.

You must be accurate, fair and transparent when creating or altering online sources of information on behalf of insert school name or Cardiff Council.

Personal use of social media

Staff members must not identify themselves as employees of insert school name. This is to prevent information on these sites from being linked with the school and Cardiff Council and to safeguard the privacy of staff members, particularly those involved in providing sensitive frontline services.

Staff members are strongly advised not to have contact through any personal social medium with any pupil, whether from insert school name or any other school, unless the pupils are family members.

Insert school name does not expect staff members to discontinue contact with their family members via personal social media once the school starts providing services for them. However, any information staff members obtain in the course of their employment must not be used for personal gain nor be passed on to others who may use it in such a way.

Staff members must not have any contact with pupils' family members through personal social media if that contact is likely to constitute a conflict of interest or call into question their objectivity.

If staff members wish to communicate with pupils through social media sites or to enable pupils to keep in touch with one another, they can only do so with the approval of the school and through official school sites created according to the requirements specified in section 7.

Staff members must decline 'friend requests' from pupils they receive in their personal social media accounts. Instead, if they receive such requests from pupils who are not family members, they must discuss these in general terms in class and signpost pupils to become 'friends' of the official school site.

On leaving insert school name's service, it is advisable that staff members do not contact insert school name's pupils by means of personal social media sites. Similarly, staff members must not contact pupils from their former schools by means of personal social media.

Information staff members have access to as part of their employment, including personal information about pupils and their family members, colleagues, Cardiff Council staff and other parties and school or Cardiff Council corporate information must not be discussed on their personal webspace.

Photographs, videos or any other types of image of pupils and their families or images depicting staff members wearing school or Cardiff Council uniforms or clothing with school or Cardiff Council logos or images identifying sensitive school or Cardiff Council premises (eg care homes, secure units) must not be published on personal webspace. This includes images of pupils/staff on any school based activity whether in school uniform or not.

School email addresses and other official contact details must not be used for setting up personal social media accounts or to communicate through such media.

Staff members must not edit open access online encyclopaedias such as *Wikipedia* in a personal capacity at work. This is because the source of the correction will be recorded as the employer's IP address and the intervention will, therefore, appear as if it comes from the employer itself.

Insert school name or Cardiff Council corporate, service or team logos or brands must not be used or published on personal webspace.

Insert school name only permits limited personal use of social media while at work in line with the Cardiff Council Social Media and Internet Acceptable Use policies. Staff members are expected to devote their contracted hours of work to their professional duties and, in practice, personal use of the internet should not be on the school's time. **NOTE: the school should amend this statement in line with their own rules.**

Caution is advised when inviting work colleagues to be 'friends' in personal social networking sites as social networking sites can blur the line between work and personal lives.

Staff members are strongly advised to review their privacy settings and have an understanding of who see your personal information and content you publish. Staff members should keep their passwords confidential, change them often and be careful about what is posted online, it is not safe to reveal home addresses, telephone numbers and other personal information. It is a good idea to use a separate email address just for social networking so that any other contact details are not given away.

Staff members should be aware that information posted publically on social media is instantly available across the world and that online conversations can never be fully private.

Using social media on behalf of insert school name

Staff members can only use official school sites for communicating with pupils or to enable pupils to communicate with one another.

There must be a strong pedagogical or business reason for creating official school sites to communicate with pupils or others. Staff must not create sites for trivial reasons which could expose the school to unwelcome publicity or cause reputational damage. Schools must also ensure that Parent Teacher Associations that may set up sites to promote school events to advertise within the school community are aware of this policy.

Staff members must at all times act in the best interests of children and young people when creating, participating in or contributing content to social media sites.

Monitoring of internet use

Insert school name monitors usage of its internet and email services without prior notification or authorisation from users.

Users of insert school name email and internet services should have no expectation of privacy in anything they create, store, send or receive using the school's ICT system.

Breaches of this policy

Any breach of this policy may lead to disciplinary action being taken against the staff member/s involved in line with insert school name Disciplinary Policy and Procedure.

A breach of this policy leading to breaches of confidentiality, or defamation or damage to the reputation of insert school name or Cardiff Council or any illegal acts or acts that render insert school name or Cardiff Council liable to third parties may result in disciplinary action or dismissal.

Cardiff Council services must inform the relevant school or a Cardiff Council officer immediately of any breaches of this policy so that appropriate action can be taken to protect confidential information and limit the damage to the reputation of the school and Cardiff Council. Any action against breaches should be according to contractors' internal disciplinary procedures.

There are a number of categories into which social networking/social media problems for schools can fall:

1. Interaction between pupils.
2. Interaction between teaching staff.
3. Interaction between pupils and teaching staff.
4. Interaction between teaching staff and parents.
5. Unpleasant/abusive postings about teaching staff.
6. Postings that are critical of leadership/management of school.

Points 1-4
Any concerns regarding Points 1-4 should be addressed by reference to the relevant parts of this policy.

Point 5
With regard to postings involving all teaching and non teaching staff, the advice is as follows:

A) If the post is threatening or causes the member of staff to feel threatened (where violence is threatened or encouraged or the post has a racist element) the matter should be referred immediately to the Police.
B) Where the post falls short of that described in A), but none the less causes upset to a member of staff, the quickest way to get the material taken down is to ensure the person who posted it understands why the material is unacceptable and to request they remove it. It is recommended that this is not done via the social media site that hosts the offending post but is undertaken by the school either face to face with the person who posted the offending comment, by letter (model letters attached as Appendix 1 and 2 to be sent from the head teacher) or telephone call.

   Should this prove unsuccessful, the school are able to approach the host of the media site in question and request that the comments are removed. Appendix 3 contains information on how schools can approach the hosts of the various media

sites such as Facebook, Twitter, Youtube etc. with a view to having the offending comment removed. This is not an action that requires input from the Council's legal services department but rather something that can be undertaken by individual schools and in many ways is best undertaken by the school as they are best placed to understand the background to the offending post.

C) Where posts are more minor but still unpleasant for the staff member involved, or refer to incidents in school which may be factually correct but have been portrayed in a way that deliberately sets out to undermine the member of staff or where requests to have the post removed have failed, matters may be more difficult to resolve. Whilst it may be difficult to accept, sometimes ignoring the post is the best answer. Schools are advised to consider whether in the particular instance and given the person responsible for the post, whether there is a real possibility that a response from the school to the post will have the effect of disseminating the content of the post to a wider audience.

D) The school may wish to consider incorporating into its school policy reference to parents' use of social media. Within this document parents can be made aware of their responsibilities when using social networking such as being reminded that parents are not expected to post pictures of pupils other than their own children on social networking sites, that parents should make complaints through official channels rather than posting them on social networking sites and that parents should not post malicious or fictitious comments on social networking sites about any member of the school community. Parents should be reminded that if they are found to be posting defamatory comments on social media site, they will be reported to the appropriate 'report abuse' section of the network site and may be referred to the Council's legal section for further action. If the school's policy contains this information, it may make responding directly to parents more appropriate in the circumstances described in B) above.

E) There may well be instances where the post may be regarded as defamatory. Section 1 of the Defamation Act 2013 states:

A statement is not defamatory unless its publication has caused or is likely to cause serious harm to the reputation of the claimant.

However there are defences to such a claim and sections 2 and 3 state: *It is a defence to an action for defamation for the defendant to show that the imputation conveyed by the statement complained of is substantially true.*

It is a defence to an action for defamation for the defendant to show that the following conditions are met.

(2) The first condition is that the statement complained of was a statement of opinion.

(3) The second condition is that the statement complained of indicated, whether in general or specific terms, the basis of the opinion.

(4) The third condition is that an honest person could have held the opinion on the basis of—

(a) any fact which existed at the time the statement complained of was published;

(b) anything asserted to be a fact in a privileged statement published before the statement complained of.

Given the above and the publicity associated, such action would not be lightly entered into by the Council and only where:

1) The requirements of the offence are clearly made out **and**
2) Where the steps mentioned in B) above has failed to have the desired effect.

Point 6

With regard to postings that are critical of the leadership/management of a school, the advice is as follows:
a) If the post criticises management of the school but is not personally abusive, the advice is to contact those responsible (see model letter at Appendix 3) and invite them to address any legitimate concerns via appropriate channels i.e. meetings etc.

Support is available via the Council's Press Office for advice and guidance relating to the school's use of social media.

Model Letter 1

Dear

I am writing to advise that I have been made aware of a post made by yourself on Facebook/Twitter/rate my teachers (delete as appropriate) regarding.

As Head of ..... I find the content of this post to be unacceptable for the following reasons

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I therefore politely request that you take steps to remove this post as soon as possible. Should you fail to do so, you will leave me no alternative but to report you to the network site hosting the post and also refer the matter to the Council with a request that they take whatever action they deem appropriate in the circumstances.

Model Letter 2

Dear

I am writing to advise that having viewed your post on Facebook/twitter/etc regarding

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I wish to inform you that I find such comments unacceptable for the following reasons.

If you are unhappy about any aspects of your child's education or the management of the school there are appropriate and established channels through which such views can be raised (make reference to school policy should it be relevant).

Therefore should you have a legitimate complaint, I would advise that you follow the schools complaints procedure which can be obtained (where) or where your concern falls short of a complaint but wish clarification on a specific aspect of school management, I am happy to meet with you (subject to availability) to discuss the matter face to face.

In the meantime I would be grateful if you could remove the said post which I believe is inappropriate and undermines the school ethos of all members of the school community working together for the benefit of the children.

Reporting content on social media sites
The following information provides you with a link to the relevant Social Media application where you can find out how to report inappropriate content.

Facebook Help Centre
Go to the following link: https://www.facebook.com/help/reportlinks Select ***Report Something*** to report content you can see.
If you do not have a Facebook Account or cannot see the content that you want to report, select the ***Something I Can't See*** option.
Facebook - Support Inbox to:

- Get updates about things that you've reported
- Check and reply to messages from the Help Team
- See important messages about your account

1. https://www.facebook.com/support/?ref=help_center

2. **Twitter Help Centre**
3. Go to the following link: https://support.twitter.com/

See ***Policies & Violations*** and ***Safety & Security***

Youtube Reporting and Enforcement Centre
Go to the following link: http://www.youtube.com/yt/policyandsafety/enGB/reporting.html

Instagram Help Centre
Go to the following link: https://help.instagram.com/165828726894770/

Rate My Teachers
Go to the following link: http://uk.ratemyteachers.com/
Select ***Contact*** at the bottom of the page and complete the online form.

Governors Code of Conduct

In order to be effective and efficient, governors should:

- Ensure that their actions reflect the considered, best interests of the school and its pupils;

- Attend governing body meetings regularly;

- On appointment / election attend the mandatory training required as set out in The Government of Maintained School (Training requirements for Governors) (Wales) Regulations 2013;

- Familiarise themselves with the work of the school and the governing body;

- Acquire and maintain their knowledge of current education policy, regulations, guidance and extend their skills by participating in training programmes and other events;

- Demonstrate a commitment to equality of opportunity reflected this developing and applying the policies the school is required to have (as defined in the Equality Act 2010);

- Act as a critical friend towards those with professional responsibilities in the school, bearing in mind the governing body's own responsibility to promote high standards of education achievement;

- Be conscious of, and act within the limits of the responsibilities of the governing body and when necessary, seek and give due consideration to professional information, advice and guidance;

- Respect the responsibility of the Headteacher for the day-to-day decisions arising from the management of the school and make clear distinctions between the responsibilities of the Headteacher and those of the governing body;

- Observe collective responsibility by supporting, once determined by democratic means, the decisions of the governing body;

- Respect the governing body's right to deem certain matters to be confidential, restricting discussion of such matters, whether inside or outside governing body meetings, solely to governor colleagues or where appropriate, Officers of the Local Authority;

- Develop, with colleagues and governors a clear vision of the purpose, nature and future for the school;

- Focus their contribution to governing body decisions upon what is considered to be in the best interests of the pupils, staff & parents. The welfare of pupils should

always come first in terms of child protection, safeguarding, health & safety and helping each child to develop to their full potential;

- Encourage the use of and participate in systems which provide for open and effective communication, helping to establish a clear vision of the school's development;

- Be aware that all governors are equal and respect the views of others accordingly;

- Be aware their accountability to parents and others in the local community and seek to devise an effective dialogue with those interested in the conduct and standards on the school;

- Observe all protocols and procedures agreed by the governing body;

- Be open, honest, objective, fair and impartial and prepared to confront the personal prejudices that may hinder informed decision-making, including conflicts of interest;

- Governors must remember that they are a representative of the governing body and part of the corporate body. It is sensible for governors to maintain a certain level of separation on social networking sites e.g. Facebook and Twitter, as this may create conflict or a difficult situation.

School Parent / Carer Code of Conduct

Mission Statement

Insert School Mission Statement

Code of Conduct

At _____School we value the strong relationship with parents and carers. Together, this helps us achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community.

As a partnership, parents understand the importance of a good working relationship with the school. We continually welcome and encourage parent and carers to participate in the life of the school. Parents and carers are always encouraged to contact the school with any concerns and/or issues so that they can be resolved.

Parents, carers and visitors are reminded:

- To respect the caring ethos and values of the school;
- That both teachers and parents need to work together for the benefit of their children;
- Approaching school staff for help to resolve an issue is done in an appropriate manner; and
- All members of the school community are treated with respect using appropriate language and behaviour.

The school will not tolerate:

- Disruptive behaviour which interferes or threatens to interfere with any of the schools operation or activities anywhere on the school premises;
- Any inappropriate behaviour on the school premises;
- Use of loud or offensive language or displaying temper;
- Threatening, in any way, a member of staff, visitor, fellow parent/carer or pupil;
- Damaging or destroying school property;
- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications to anyone within the school community;
- Defamatory, offensive or derogatory comment regarding the school or any of the pupils/parents/staff at the school on Facebook or other social sites (see below *)

Should any of the above occur on school premises, the school may feel it necessary to take action by contacting the appropriate authorities and / or consider banning the offender from entering the school premises.

*** 'Social media'** is the term commonly given to web-based tools which allow users to interact with each other in some way – by providing information, signposting to services, sharing opinions, knowledge and interests online. As the name implies, social media

involves the building of online communities or networks to encourage participation, engagement, pass information and services over a wide network of people. This could include blogs, message boards, social networking websites (such as Facebook, Twitter, LinkedIn, My Space) and content sharing websites (such as Flickr, Youtube) and many other similar online channels.

Definitions of misuse or inappropriate behaviour

The following actions may constitute misuse of social media or inappropriate behaviour; it is however by no means exhaustive:

- Publishing materials that might be considered inappropriate, offensive or libellous
- Publishing materials considered to be defamatory or to the detriment of the School and its community

In the event that any pupil/parent/carer of the school is found to be posting libellous or defamatory comments on Facebook or other social media network sites, they will be reported to the appropriate "report abuse" section of the network site. The school will also expect the pupil/parent/carer to remove such comments immediately. The school will consider its legal options to deal with any such misuse or inappropriate behaviour.

Schools Social Media Guidance for Use

This guidance should be read in conjunction with the School Based Social Media Policy

Introduction

Social media provides a two-way communication portal for engaging with parents, students and for sharing news with the local community. Teachers, students, staff, and other school community members should feel encouraged to use social networking/media (Twitter, Facebook, etc.) as a way to connect with others, share educational resources, create and curate educational content, if they believe it will enhance the school experience.

While social networking is fun and valuable, there are some risks you should keep in mind when using these tools. In the social media world, the lines are blurred between what is public or private, personal or professional.

This guidance is not an exhaustive list of do's and don'ts but aims to provide some useful information for schools to consider when using social media to communicate with parents and staff.

Please do the following when using social media on behalf of the school:

Use good judgement

- You must know and follow the school's Code of Conduct and Privacy Policy, if one has been set out.
- Regardless of the accounts privacy settings, assume that all of the information you have shared on any social network, on behalf of the school, is public information.

Be respectful

- Always treat others in a respectful, positive and considerate manner when using the school's corporate account.

Be a good listener

- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly and to share feedback.
- Be responsive to others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc.
- Always be doing at least as much listening and responding as you do
- "talking".

Don't share the following:

Confidential information

- Do not publish, post or release information that is considered confidential or not public. If it seems confidential, it probably is. Online "conversations" are never fully private.

Private and personal information

- Schools are advised to consider making their social media account(s), particularly Twitter, private to prevent any unwanted followers from accessing the information shared. Schools should be aware that a private Twitter account prevents followers from sharing content or accessing web links.
- NEVER give out or transmit personal information of students, parents, or coworkers.

Engaging with parents and students:

Following/befriending

Schools are advised not to directly follow or befriend students or parents through the school social media account(s). Many people use social media for personal reasons and may not wish for their school to read everything.

Sharing/Retweeting

Only share student or parent posts if they tag the school their message or ask consent from the person before sharing through the school platform.

Communication with students

- Hashtags on Twitter are a great way to get students talking about specific projects or events – such as charity bake sales, sports days, etc. This will stir up conversation around these topics so students/pupils can engage with you and each other.
- Homework reminders can also be sent out on platforms.
- Share insightful videos or images that can encourage pupils to study and improve their learning.

Communication with parents

- Most communication with parents is welcomed – discussion of school holiday dates, closure dates, discussion of community-school events.
- If a parent asks for sensitive information on social media then the conversation needs to be taken into a more private domain.
- Never get into political/personal conversations with parents on social media – whether this be in private or in public view.
- If a parent comments favourably for something school related – you can reshare this with your followers, providing you check that the parent is OK to do so.

Please be cautious with respect to:

Images

- You may use photos and video (products, etc.) that are available on the school's website – providing consent was given for use.
- It is not acceptable to post pictures of students under 16 without the consent of their parents. Students over the age of 16 may give their own consent but schools advised to also seek parental consent.
- Do not post pictures of others (co-workers, etc.) without their permission.

Other sites

- A significant part of the interaction on blogs, Twitter, Facebook and other social networks involves passing on interesting content or linking to helpful resources. However, the school is ultimately responsible for any content that is shared. Don't blindly repost a link without looking at the content first.
- Pay attention to the security warnings that pop up on your computer before clicking on unfamiliar links. They serve a purpose and protect you and the school.
- When using Twitter, Facebook and other tools, be sure to follow their printed terms and conditions.

And if you don't get it right…

- Be sure to correct any mistake you make immediately, and make it clear what you've done to fix it.
- Apologise for the mistake if the situation warrants it.
- If it's a MAJOR mistake (e.g., exposing private information or reporting confidential information), please let someone know immediately so the school can take the proper steps to help minimise the impact it may have.

Netiquette:

- Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.
- Users should also recognise that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.
- Users should also remember **not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see**. Once something is online, it's out there - and can sometimes be shared and spread in ways you never intended.

Safeguarding

- If you see any content which raises safeguarding concerns please follow the school and Local Authority safeguarding protocol.

Appendix C: blank risk assessment plus one example

General Risk Assessment Form: Blank Template

SCHOOL: **SECTION/LOCATION:** **NAME(S) OF ASSESSOR(S):**

DATE OF ASSESSMENT: **JOB TYPE/WORK ACTIVITY:** **FREQUENCY/DURATION:**

Note: To complete this risk assessment you must:

- **complete the information above: enter the name of the establishment, section, name of assessors, date of assessment, job type and frequency/duration,**
- **adapt the assessment for the situation in which you propose to use it including ensuring that the existing control measures are relevant to you situation and modifying as appropriate the addition of any additional control measures required,**
- **state who needs to take action and by when this action needs to be taken,**
- **state the revision date,**
- **sign and date the assessment.**

What are the hazards?	Who might be harmed and how? (Who is at special risk?)	What are you already doing to control the risk? (Current control measures) (Include those for people at special risk)	What further action is necessary? (Further control measures)	Action by whom	Action by when	Risk Factor taking all controls into consideration. (Residual Risk)		
						Likelihood	Severity	Risk Level

What are the hazards?	Who might be harmed and how? (Who is at special risk?)	What are you already doing to control the risk? (Current control measures) (Include those for people at special risk)	What further action is necessary? (Further control measures)	Action by whom	Action by when	Risk Factor taking all controls into consideration. (Residual Risk)		

Control Measures Acceptable Yes/No (Delete as appropriate) **Revision Date: ……..**

SIGNED OFF BY: …… DATE: ……

Note: Further controls need to be in place and monitored satisfactorily before signing off this document

Key to general risk assessment form:

Likelihood of hazard happening: **Severity:**

Low, unlikely to happen = Score 1 Minor e.g. cuts, bruises = Score 1

Medium, could happen = Score 2 Major e.g. broken bones hospitalisation = score 2

High, will almost certainly happen = score 3 Serious e.g. life threatening or fatal = score 3

Overall Risk = Likelihood x Severity

Score: 6 & 9 = High, urgent action required

Score: 3 & 4 = Medium, action to an agreed timetable

Score: 1 & 2 = low, or tolerable risk no action may be required

In completing the risk assessment either numbers or the descriptive words (high, medium, low) may be used in the risk level column.

Potential hazard - item, substance or activity with the potential to cause harm. A single hazardous activity can have many potential elements of harm, and it is important that those completing the risk assessment identify this, e.g. working with electricity (hazard) anticipated harm would be fire, explosion, electrocution and burns.

Control Measures – eliminate hazard, substitute with less hazardous alternative, prevent access to the hazard, control the amount of exposure, training, written instructions, personal protective equipment, welfare facilities, safety signs.

General Risk Assessment Form: Example

Date of Assessment: **Job type/work activity:** **Frequency/duration:**

Note: to complete this risk assessment you must:

- **complete the information above: enter the name of the establishment, section, name of assessors, date of assessment, job type and frequency/duration,**
- **Adapt the assessment for the situation in which you propose to use it including ensuring that the existing control measures are relevant to you situation and modifying as appropriate the addition of any additional control measures required,**
- **state who needs to take action and by when this action needs to be taken,**
- **state the revision date,**
- **sign and date the assessment.**

What are the hazards?	Who might be harmed and how? (Who is at special risk?)	What are you already doing to control the risk? (Current control measures) (Include those for people at special risk)	What further action is necessary? (Further control measures)	Action by whom	Action by when	Risk Factor taking all controls into consideration. (Residual Risk)		
						Likelihood	Severity	Risk Level
Reception area – arrival of distressed/agitated visitors Verbal abuse, physical aggression,	Receptionists, security guards, students, other visitors, volunteers (special risk – pupils with disability,	Reception desk as barrier between staff and visitors Agreed emergency protocol – e.g.						

What are the hazards?	Who might be harmed and how? (Who is at special risk?)	What are you already doing to control the risk? (Current control measures) (Include those for people at special risk)	What further action is necessary? (Further control measures)	Action by whom	Action by when	Risk Factor taking all controls into consideration. (Residual Risk)		
						Likelihood	Severity	Risk Level
threatened violence, lone working	parents with disability, pregnant women, young children)	panic button, agreed escape route, quiet place for agitated visitor to sit for privacy and avoid escalation in public.						
Parental interview/meetings Pupil discipline hearings Interviews for members of staff	Teachers, headteacher, learning support staff	School's personal safety policy, prepare for meeting, think about room etc remove any potential weapons, knowledge of history of parent, escape route, agreed emergency contact, support from senior						

What are the hazards?	Who might be harmed and how? (Who is at special risk?)	What are you already doing to control the risk? (Current control measures) (Include those for people at special risk)	What further action is necessary? (Further control measures)	Action by whom	Action by when	Risk Factor taking all controls into consideration. (Residual Risk)		
						Likelihood	Severity	Risk Level
		members of staff, staff training						
Events Parents evenings Sports day Concerts fetes	School staff, pupils, volunteers, governors, contractors, members of public (people with mobility problems, SEN, specific problems, chronic health problems, very young and elderly	School's personal safety policy, policy for handling disruptive visitors, School's emergency lockdown plan, Third party organisers of events on school premises must have emergency plans could be given a copy of school's disruptive visitor's policy						

What are the hazards?	Who might be harmed and how? (Who is at special risk?)	What are you already doing to control the risk? (Current control measures) (Include those for people at special risk)	What further action is necessary? (Further control measures)	Action by whom	Action by when	Risk Factor taking all controls into consideration. (Residual Risk)		
						Likelihood	Severity	Risk Level
		for adaptation. Schools should check.						
Outside but on school grounds	As first example	Secure premises with easy emergency escape route Access to communication, e.g. mobile phone, walkie-talkie Lone-working policy Disruptive visitor policy						
psychological abuse that is not face-to-face, i.e. telephone, letters, emails, social networking sites		Members of staff, governors	Staff training Policy on disruptive visitors Complaints policy Internet policy					

What are the hazards?	Who might be harmed and how? (Who is at special risk?)	What are you already doing to control the risk? (Current control measures) (Include those for people at special risk)	What further action is necessary? (Further control measures)	Action by whom	Action by when	Risk Factor taking all controls into consideration. (Residual Risk)		
						Likelihood	Severity	Risk Level
			Code of conduct for staff and governors Communication policy					

Control Measures Acceptable Yes/No (Delete as appropriate) **Revision Date: ……..**

SIGNED OFF BY: …… DATE: ……

Note: Further controls need to be in place and monitored satisfactorily before signing off this document

KEY TO GENERAL RISK ASSESSMENT FORM:

Likelihood of hazard happening: **Severity:**

Low, unlikely to happen = Score 1 Minor e.g. cuts, bruises = Score 1

Medium, could happen = Score 2 Major e.g. broken bones hospitalisation = score 2

High, will almost certainly happen = score 3 Serious e.g. life threatening or fatal = score 3

Overall Risk = Likelihood x Severity -

Score: 6 & 9 = High, urgent action required

Score: 3 & 4 = Medium, action to an agreed timetable

Score: 1 & 2 = low, or tolerable risk no action may be required

In completing the risk assessment either numbers or the descriptive words (high, medium, low) may be used in the risk level column.

Potential hazard - item, substance or activity with the potential to cause harm. A single hazardous activity can have many potential elements of harm, and it is important that those completing the risk assessment identify this, e.g. working with electricity (hazard) anticipated harm would be fire, explosion, electrocution and burns.

Control Measures – eliminate hazard, substitute with less hazardous alternative, prevent access to the hazard, control the amount of exposure, training, written instructions, personal protective equipment, welfare facilities, safety signs.

Appendix D: Flowchart of escalation process which could lead to ban a parent from the school premises

Stage		Significant Incident	Violent Incident
1	**Warning**	**Letter 1a/1b**: Warning from Headteacher, cc Chair of Governors	
2	**Attempt Mediation**	**Restorative Meeting**: where applicable and if accepted/ appropriate	
3	**Ban pending review**	**Letter 2** : Chair writes to impose ban , giving 10 school days for parent to make representations. CC Council and Headteacher	
4	**Review** (within 15 school days of initial ban)	**Either : Letter 3a** Chair confirms ban. Cc Council and Headteacher	**Or : Letter 3b** Ban lifted. Cc Headteacher and Council
5	**Further Review** - dependant on banned time period	**Either: Letter 4a** Chair maintains ban . Cc Council and Headteacher	**Or Letter 4**b Chair reviews and lifts ban . Cc Headteacher and Council
6	**Further Progression**	Progression to seek an **Anti Social Behaviour Injunction** or **Community Protection Notice** with the Police	

Appendix E ALERT - VIOLENT INCIDENT REPORT FORM

This must be sent to the Corporate Health and Safety department via SchoolsAlertViolenceatWorkHandS@cardiff.gov.uk
Repeat incidents where the assailant is already included in the register must be recorded via a new ALERT violent incident report.

DETAILS OF OFFENDED PERSON

Name: _____ Job Title: _____
Service Area: _____ Location: _____
Telephone/Extension No: _____ Directorate: _____

Status:

Employee ☐ Staff Number _____ Other ☐ Please Specify _____

REPORT OF VIOLENT INCIDENT

Date of Incident: _____ Time of Incident: _____
Location of Incident: _____
What were you doing at the time: _____

DETAILS OF INCIDENT and Details Of The Assailant(s)

Name: _____ DOB: _____ Male/Female (delete as appropriate)
Address: _____

Other Details (e.g. description):

Briefly describe the incident. Include any relevant events leading up to it, the nature of any injury and/or any damage caused. Be as clear and explicit as you can and detail the **EXACT** language used. Please continue on a separate sheet if necessary:

Are you requesting that this individual's details be placed on the ALERT register?	Yes	☐	No	☐

Please tick the relevant box(es) below if during the incident the assailant used any language that may be considered to be discriminatory on any of the following grounds:

Age	☐	Gender Reassignment	☐	Race	☐
Disability	☐	Marital Status	☐	Religion	☐
Gender/Sex	☐	Pregnancy	☐	Sexual Orientation	☐

Details Of Witness(es)

I confirm that I actually saw the incident detailed above, and that the details recorded here are correct.
Name: _____ DOB: _____ Staff No: _____
Address: _____
Signed: _____ Date: _____
Please attach any relevant witness statements

CIS reference – 4.C.047

ACTION(S) TAKEN

Medical treatment	☐	Police involved	☐	Accident rpt form completed	☐	Legal services consulted	☐
Offended Employee given time off work	☐	Senior management informed	☐	Counselling offered	☐	Referral to another dept or organisation	☐

Please detail any other action(s) taken at the time of or since the incident:

HAZARDS AND CONTROLS FOR INCLUSION INTO ALERT

Hazard Category		**Management Controls**	
Physical violence	☐	No lone working	☐
Verbal abuse	☐	Visit only with Police	☐
Damage to property or vehicle	☐	Office interview only	☐
Threat of violence or harm	☐	Visit in pairs	☐
Gang activity	☐	Female only	☐
Threat of physical assault	☐	Male only	☐
Physical assault no injury	☐	Mixed gender	☐

DECLARATION: "I certify that, to the best of my knowledge, the above details are correct"

Signature of Offended Person: _____ Date: _____

FOR COMPLETION BY Manager/Headteacher

Actions taken, including action to be taken to prevent a recurrence:

Signature:
Manager/Headteacher _____ Date: _____

Print Name: _____

Notification of ALERT Register entry to Assailants

The Data Protection Act requires us to notify assailants when they are placed onto the Authority's ALERT Register. There is an exemption to this requirement **where such notification is likely to lead to further instances of violence or aggression.** If, for this reason, you do not wish for the assailant/s detailed above to be notified, please provide details of your reasons and then sign and date your statement below. If this section is not completed then it will be assumed that you are willing for notification to be provided to the assailant/s and an entry will be completed to show this on the ALERT register.

"I feel that notification or correspondence with the assailant on this matter would likely lead to further instances of violence or aggression because…

Please provide additional notes for justification of use of the exemption:

Signed:
(Line Manager) _____ **Print Name:** _____ **Date:** _____

Signed: _____ **Print Name:** _____ **Date:** _____
(Offended Person)

CIS reference – 4.C.04

Appendix F

It is recommended that letters are copied to the Director of Education and Health and Safety.

Model letters

Model letter 1a:
This is a re-iteration and reminder to all those coming to the school site of their expected behaviour and conduct, with a statement that abusive, threatening or violent behaviour will not be tolerated in this school – this can include incidents of 'parent on parent' violent behaviour.

Model letter 1b:
This is an initial warning letter, which can be sent by the head teacher when it is felt that further serious incidents will warrant a ban.

Model letter 2:
It is suggested that this letter is sent by the chair of governors when, after full consideration, it is felt a ban is necessary.

Normally this would follow from a warning (letter 1), though there may be occasions where it is appropriate to move directly to a ban – it is strongly recommended that the Head of Services to Schools is advised in such cases.

At this point consideration should also be given to any practical issues, in particular to ensure that the pupil(s) concerned can be properly accompanied to and collected from school, and to ensure there can be an effective exchange of necessary information between the school and parent.

At this stage, the ban takes effect immediately, but as the letter indicates, the parent must be enabled to make representations. A period of a week is recommended to allow for this, at the end of which the chair of governors should consider any representations made, then make a decision to either confirm the ban or discontinue it (see model letters 3a and 3b).

Model letters 3a/b:

These letters confirm the outcome of the review of the ban by the chair of governors. In the event that the decision is made to confirm the ban, a date should be included for a further review. This should be for a reasonable period, possibly extending up to three months, but preferably not longer than six months.

If the parent is dissatisfied with this decision, it is suggested in the model letter that the matter is then appropriately considered by a panel of school governors.

Model letter 4a/b:

These letters can be used to confirm the outcome of further reviews of decisions where the ban has been extended. When a review is due to take place it is advisable to notify the parent in advance and invite them to make any representations.

Letter 1a

Dear Parents,

Following a number of incidents that have occurred in and around the school site recently (inappropriate language and threatening/violent behaviour), I wish to inform you that any repetition of such behaviour towards any of the school staff, pupils or others connected with the school will be followed by an immediate ban to enter the school site. Names and information can also be shared with other Council Departments.

This has been a very upsetting time for many of our school community and therefore on behalf of the school and Cardiff Council I would like to remind all parents/visitors of the following:

We welcome visitors to our school. We will act to ensure it remains a safe place for pupils, staff and all other members of our community. If you have concerns, we will always listen to them and seek to address them. Please be aware, however, that abusive, threatening or violent behaviour will not be tolerated in this school. Visitors behaving in this way are likely to be removed from the premises and prosecuted.

Yours sincerely,

Headteacher

cc: Chair of Governors
cc: Director of Education and Health & Safety Officer

Letter 1b
Warning
(sent by headteacher)

Dear
In line with expectations of visitors to the school, I am writing to advise you formally that your behaviour towards …….. on …… was totally unacceptable and I have taken advice on how to proceed.

Or
I am very concerned about the unsatisfactory nature of our meeting/telephone conversation on …… and I have taken advice on how to proceed.
(add summary of incident and its effect on staff and pupils)

I have now been able to investigate the incident further and I understand that …….

Or
As I witnessed your behaviour myself, there is no need for me to investigate the incident further.

Optional I am not prepared to continue to accept such behaviour. If parents are unhappy about any aspect of their child's education they can arrange to have a meeting with me at an appropriate place and time.

Optional In the circumstances I must ask you not to approach any of my staff directly until further notice, though you will still be able to make contact through me.

For the future, I must inform you that any repetition of such behaviour towards any of the school staff, pupils or others connected with the school will be followed by an immediate withdrawal of permission for you to enter the school premises.

Should you wish to discuss the contents of this letter please make an appointment to see me via the school office.

Yours sincerely

Headteacher

cc: Chair of Governors
cc: Director of Education and Health & Safety Officer

Letter 2
Withdraw permission pending review
(sent by chair of governors)

Dear

I have received a report from the headteacher of ……School about your conduct on …… at …… .

(add summary of incident and its effect on staff and pupils)
(optional reference to first letter from headteacher)

I must inform you that the governors, in line with our policy, will not tolerate conduct of this nature on the school premises and will act to defend school staff and pupils. On the advice of the Headteacher, I am therefore instructing you that until I have reviewed this incident, you are not to reappear on the school premises. If you do not comply with this instruction, I shall arrange for you to be removed from the premises. If you cause a nuisance or disturbance on the premises, you may be prosecuted.

For the duration of this decision, you may bring your child(ren) to school and collect them at the end of the school day, but you must not go beyond the school gate.

For infant children – arrangements have been made for your child(ren) to be collected and returned to you at the school gate by a member of the school staff).

Special arrangements can be made for you to meet with the headteacher, if necessary, but this may only be with the written permission of the governors.

The withdrawal of permission for you to enter the school premises takes effect immediately and will be in place for 15 school days in the first instance.

I wish to give you an opportunity to give me in writing any comments or observations of your own in relation to the report that I have received from the headteacher. These comments may be to challenge or explain the facts of the incident, to express regret and give assurances about your future good conduct. To enable me to take a decision on this matter, please send me any written comments you wish to make by (**date 10 school days from date of letter).**

If on receipt of your comments, I consider that my decision should be confirmed and a further period of removing your permission to enter the school premises is felt necessary, you will be supplied with details of how to pursue a review of your case.

I am copying this letter to the headteacher and the Director of Education at Cardiff Council.

Yours sincerely
Chair of Governors

cc: Headteacher
cc: Director of Education and Health & Safety Officer

Letter 3a
Withdrawal of permission confirmed
(sent by chair of governors)

Dear

On ……. I wrote to inform you that on the advice of the headteacher I had withdrawn permission for you to come onto the premises of …… School. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to give your written comments on the incident concerned by ……. .

I have not received a written response from you/I have received a letter from you dated ……, the contents of which I have carefully considered.

In the circumstances, and after further consideration of the headteacher's report, I have determined that the decision to withdraw permission for you to come onto school premises should be confirmed. I am therefore instructing that, until further notice, you are not to come onto the premises of the school without the prior knowledge and approval of the headteacher.

If you do not comply with this instruction, I shall arrange for you to be removed from the premises of the school. If you cause a nuisance or disturbance on the premises, you may be prosecuted under Section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of up to £500.

Even though we have taken this decision, the headteacher and staff at …… School remain committed to the education of your child(ren), who must continue to attend school as normal (insert for primary age children) under the arrangements set out in my previous letter.

This decision will be reviewed again .....***(*insert review date which should be within a reasonable period and no longer than six months).** When deciding whether it will be necessary to extend the withdrawal of permission to come onto the school premises, consideration will be given to the extent of your compliance with the decision, any appropriate expressions of regret and assurance of future good conduct received from you; and any evidence of your co-operation with the school in other respects.

If you wish to pursue the matter further you have a right to complain to a panel of school governors who have not been involved previously and who will consider the circumstances of the decision to withdraw permission for you to come on to the school site. You can make your complaint by writing to the Clerk to the Governors, c/o ……. School.

The School and Cardiff Council has a duty of care towards its staff and also those who carry out work on behalf of the Council. To alert other Council employees of your behaviour in the above matter, information will be held about you and this incident on the Council's computerised records system known as "ALERT", which can be checked by Council employees before they have contact with you in the future.

The computerised information lists your name, address, details of the incident, and where appropriate, controls that are in place for managing future contact with you.

The information held on this system about you is reviewed at least every six months and a decision made as to whether your name should be removed or not, or whether any other changes should be made to the records. We will inform you of any changes made to your record following such a review.

The information outlined above will be processed by Cardiff Council in line with the Data Protection Act 2018. The information will be treated as confidential but it may be used by the Council or disclosed to others when required by law , or in other cases where it is judged that there is a potential risk to their staff. For further information on how Cardiff Council manages personal information, see our full Privacy Policy on the Council's website https://www.cardiff.gov.uk/ENG/Home/New_Disclaimer/Pages/default.aspx Further information may be obtained from the Council's Data Protection Officer (029 2087 2087/dataprotection@cardiff.gov.uk).

The Schools Privacy notice can be accessed here: Insert link

(*Where the incident has arisen in the context of a parental complaint against the school, the following may be inserted*) Finally, I would advise you that I have asked the headteacher to ensure that your complaint that…….. is considered under the appropriate stage of the school's parental complaints procedure. The school will contact you about this in due course.

Yours sincerely

Chair of Governors

cc: Headteacher
cc: Director of Education and Health & Safety Officer

Letter 3b

Restore permission after review by Chair of Governors (sent by Chair of Governors)

Dear

On ……. I wrote to inform you that on the advice of the headteacher I had temporarily withdrawn permission for you to come onto the premises of …… School. To enable me to determine whether to confirm this decision for a longer period, I gave you the opportunity to give your written comments on the incident concerned by …….

I have not received a written response from you/I have received a letter from you dated ……, the contents of which I have carefully considered.

In the circumstances, and after consulting further with the headteacher, I have decided that it is not necessary to confirm the decision and I am therefore restoring to you, permission, to come onto the school premises with immediate effect.

(Optional) I must warn you, however, that if it should become necessary in the future I shall not hesitate to withdraw permission for you to come onto the school premises once again.

Yours sincerely

Chair of Governors

cc: Headteacher
cc: Director of Education and Health & Safety Officer

Letter 4a
Continue ban after second review
(sent by Chair of Governors)

Dear

I wrote to you on …….. confirming that permission for you to come onto the premises of …… School had been withdrawn until further notice. I also advised you I would take steps to review this decision by…….

I have now completed the review. However, after consultation with the headteacher, I have determined that it is not yet appropriate for me to withdraw my decision. **(Add brief summary of reasons).**

I therefore advise that the instruction that you are not to come onto the premises of …….. School, without the prior knowledge and approval of the headteacher remains in place until further notice. If you do not comply with this instruction I shall arrange for you to be removed from the premises and you may be prosecuted under section 547 of the Education Act 1996; if convicted under this section, you are liable to a fine of up to £500.

I shall undertake a further review of this decision by ……**(insert review date).**

In the meantime, you can write to me with a statement of your views, which I will consider.

Yours sincerely

Chair of Governors

cc: Headteacher
cc: Director of Education and Health & Safety Officer

Letter 4b
Restore permission after later review (sent by Chair of Governors)

Dear

I wrote to you on ……. confirming that permission for you to come onto the premises of …….. School had been withdrawn until further notice. I also advised you I would take steps to review this decision by ……. .

I have now completed the review. After consultation with the headteacher, I have decided that it is now appropriate to restore permission for you to come onto the school premises with immediate effect.

I trust that you will now work together with the school and there will be no further difficulties of the kind which made it necessary to restrict your access to the school premises.

(Optional) I must warn you, however, that if it should become necessary in the future I shall not hesitate to withdraw permission for you to come onto the school premises once again.

(Optional) Due to the threatening behaviour that you exhibited towards our staff, it is felt that in order to maintain the safety of our staff, you will be allowed to access the school site on a phased return. You are permitted access on …….. only and for parents evening/concerts etc. written requests must be made for my attention at ……school, 10 school days in advance, where this will be considered.

Yours sincerely

Chair of Governors

cc: Headteacher
cc: Director of Education and Health & Safety Officer

Appendix G Preparing for meetings: Checklist (to complete)

The p symbol in the 'Action Taken' column indicates that a proforma letter or form is contained in the guidelines pack

Things to Consider	Action Taken (Tick & Date)
WHEN PLANNING A MEETING	
• Aim/s of meeting?	• Agenda devised
• Who should attend?	• Attendance list decided • Support professionals e.g. interpreters contacted • Reports from professionals requested p
• When will the meeting be held?	• Date and time of meeting identified
• How long will be needed for the meeting in view of the number and complexity of the issues, length of agenda and number of people attending?	• Meeting room secured
• What information needs to be gathered (other than in report form) and from whom?	• Relevant information requested • Relevant information received
• What information needs to be distributed and to whom, ahead of the meeting? Who will coordinate and monitor this?	• Letter sent to all on attendance list inviting them to meeting (list names) p
• Are written reports from professionals needed?	• Letter/s requesting reports are sent p
• Have reports been received? • Do reports contain personal or biased views, or technical jargon?	• Report/s received on time • Non-receipt of report/s followed up • Report/s may be inappropriate/need action before distribution – discuss with line manager

Appendix H Record of Communication with Parent

Date: …….. Time: ……..… Duration: ……...

Discussion between: …….

Discussion initiated by: ……

Purpose of discussion: …….

Telephone/Face-to-face

Main Points Discussed:

•

•

Agreed Actions:	By whom?	When and how review and/or feedback?

Record completed by: …… Date completed: ……..

Copy of record to: parents; school file Date sent to parents: ……..

OPTIONAL PARENT REPLY SLIP (If a change or addition to the record is being requested) I would like to request a change to this record as follows:

I understand that you will follow this up and contact me within 3 working days.