



Herne Junior School

Policy on Unacceptable Actions by Parents and Customers: Managing Parent and Customer Contact in a Fair and Positive Way

Version	Status	Date	Next Review Date
3	FINAL	January 2026	September 2026

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Introduction

1. The Governing Body of Herne Junior School is committed to providing a high-quality of service at all times to the school community.
2. The relationships we have with those people can be very different whether they are parents or carers of users of our services, suppliers, contractors, Local Authority staff or customers of facilities we provide (for example those who may hire our premises).
3. For the purposes of this Policy, we will refer to all of these people as parents and/or customers. However, the processes described in this Policy apply to any and all of those possible relationships. Similarly, although at times this Policy may refer to complaints, the principles and processes outlined in this Policy apply to **any** situation where adults act unreasonably towards our staff.
4. We recognise that there are times when our service may not meet the high standard we set ourselves, and as a result parents and/or customers become inconvenienced. We are committed to dealing with all concerns fairly, fully, and in a timely manner.
5. In return we expect people to be polite and considerate to our staff and allow them to carry out their roles without fear of unreasonable behaviour.
6. Usually dealing with concerns is a straightforward process, but in a small number of cases parents and/or customers pursue their issues in a way that can get in the way of investigating the circumstances, fixing any problems, providing the service or unfairly take staff away from their other duties.
7. The aim of this Policy is to outline what we consider to be unreasonable parental or customer actions, the options available to the school, and the possible consequences to the individual. It explains how we may restrict or change access to a service or further communication when we consider a parent or customer's actions to be unacceptable. This is to ensure that we can protect our staff and the services we provide to the school community.
8. We will only invoke the steps contained in this Policy after careful consideration, and in exceptional circumstances. People may have justified concerns but may be pursuing them in an inappropriate way, or they may be intent on pursuing concerns which appear to have no substance, or which have already been investigated and determined.
9. This Policy has been written in line with the published guidance from Department for Education.

Principles

10. The approach set out in this Policy is based on the clear understanding that all customers are treated equally, with fairness and respect.

The Governing Body expects that:

- All parents and customers have a right to be treated fairly. If access to a service or further communication is to be restricted, there must be a very good reason
- All issues are considered on their merits
- Even if a parent or customer's actions seem unreasonable, they may still have a valid issue. Someone may have a legitimate complaint but express it unreasonably
- Anger could be an understandable and, to some degree, an acceptable emotion among frustrated parents or customers, as long as it is not expressed through aggression, violence or the use of offensive or discriminatory language
- When someone acts unreasonably, it is the substance of the issue (what is alleged to have gone wrong, and its impact) that should dictate the school's actions, including the level of resources dedicated to it, not the demands or actions of the individual
- Staff safety and well-being are paramount when dealing with unreasonable parent or customer conduct.
- The decision to change or restrict a parent or customer's access to a service or further communication as a result of their actions will only be made at a Headteacher/Governor level and in accordance with clearly defined policies and procedures.
- Any decision to restrict access should be proportionate in relation to the impact the unreasonable actions have on staff and/or the school's ability to deliver an efficient service. Any restriction should still allow fair access to mandatory services.

Definitions

11. Complaint: an expression of dissatisfaction, however made, about school policies and practices including the standard of service, actions or lack of action by the school, its own staff, or those acting on its behalf, affecting an individual or group of individuals.

12. Customer and/or Parent: a customer is anyone the school works with, provides a service or response to, or provides support to. Parents are the largest group of customers for the school but the broader customer group includes residents who

may use any community provision, businesses, visitors, interested members of the public or someone acting on behalf of a parent and/or customer e.g. a Councillor, MP or relative.

13. Harassment: behaviour intended to cause a person alarm or distress. The behaviour must occur on more than one occasion, but it does not have to be the same kind of behaviour on each occasion.
14. Sexual Harassment: is when someone carries out unwanted sexual behaviour towards another person that makes them feel upset, scared, offended or humiliated.

Unacceptable Actions by Parents and/or Customers

15. People may act in ways which are out of character when they are in trouble or distressed. There may have been upsetting circumstances that lead up to an issue coming to us. We do not view behaviour as unacceptable just because a parent or customer is forceful or determined.
16. On occasion, behaviour is difficult for an individual member of staff to deal with because it doesn't conform to the standards they expect or the values they hold. An action is not necessarily unacceptable because a member of staff finds it personally difficult.
17. The school endeavours to prevent unacceptable actions from occurring by ensuring that individuals feel that they have been listened to, understood, treated fairly and communicated with appropriately.
18. Parents and/or customers may behave unacceptably in various ways, for example, but not limited to, in person, by telephone, email, text or social media.
19. Unacceptable actions are grouped under the four headings with details below:
 - A. aggressive or abusive behaviour: anger which escalates into aggression, threatening behaviour, written or verbal abuse, or unsubstantiated allegations
 - B. unreasonable demands: a demand is unreasonable when complying with it would impact substantially on our work or the day to day provision to pupils and support to other parents or customers
 - C. unreasonable levels of contact: when the amount of time spent dealing with a complaint impacts on our ability to deal with it or with other parent/customer complaints; this is not the same as persistence which can be a positive advantage when pursuing a complaint
 - D. unreasonable use of the complaints process: when the effect of the repeated complaints is to harass, or to prevent us from pursuing a legitimate aim or from implementing a legitimate decision.

A. Aggressive or abusive behaviour

20. We understand that some complainants may be angry about the issues they raise to the school. If that anger escalates into aggression towards school staff, we consider that an unacceptable action and operate a zero-tolerance approach to incidents of harassment, discrimination, bullying and abuse.
21. Any violence or abuse towards staff and/or governors will not be accepted and may be reported to the Police.
22. We use the Health and Safety Executive's definition of work-related violence as *"any incident in which a person is abused, threatened or assaulted in circumstances related to their work"*. This includes behaviours which are exhibited outside of the workplace, for example. waiting outside buildings for staff or abuse on social media platforms.
23. Violence or abuse is not restricted to acts of aggression that may result in physical harm. It also includes behaviour or language, verbal or in writing, that may cause staff to feel afraid, threatened or abused. This includes threats, personal verbal abuse, derogatory remarks and rudeness, along with inflammatory statements and unsubstantiated allegations. Aggression is non-physical behaviour that could be offensive or is considered threatening; it implies a risk of violence.
24. We consider abuse to include:
- physical assault, including spitting, use of weapons and throwing objects
 - verbal abuse, intimidation, harassment (including stalking), sexual harassment or threatening behaviour
 - discriminatory behaviour based on race, sex, sexual orientation, disability or other protected characteristics
 - malicious communications in any format, including by email, phone contact, text, through social media or the post

B. Unreasonable demands

25. A demand becomes unacceptable when it starts to or would if complied with, impact substantially on the operation of the school. For example, if the demand takes up an excessive amount of staff time and leads to other parents or customers being disadvantaged.
26. Examples of actions grouped under this heading include:
- repeatedly demanding responses within an unreasonable timescale
 - insisting on seeing or speaking to a particular member of staff when that is not possible, or in the view of the school is not required

- repeatedly changing the substance of an issue, complaint or raising unrelated concerns.

C. Unreasonable levels of contact

27. The volume and duration of contact made to us by an individual can cause problems. This can occur over a short period, such as a number of calls in one day, or it may occur over a longer period of time. This could include the parent or customer making long telephone calls to us or inundating us with copies of information which have been sent to us already or which are irrelevant to the issues they have raised.
28. We consider that contact has become unacceptable when the amount of time spent dealing with it impacts on our ability to deal with that parent or customer or impacts on service provision more broadly. Contact time may involve time spent talking to a parent or customer on the phone; responding to, reviewing and filing emails; or written correspondence.
29. Behaviour that is persistent and unwanted attention that makes a person feel pestered and harassed is also covered under this area. Such behaviour may fall under the definition of stalking or harassment. It includes behaviour that happens two or more times, directed at or towards an individual by another person, which causes the individual to feel alarmed or distressed or to fear violence might be used against them. The school has Stalking & Harassment Guidance for Managers.

D. Unreasonable use of the complaints process

30. Parents and customers have the right to express concerns informally through engagement with senior leaders or formally through the school complaints policy. They also have the right to complain more than once to the school, if subsequent incidents occur or if their complaint is about a different matter.
31. This contact becomes unreasonable when the effect of the repeated complaints is to harass, or to prevent us from pursuing a legitimate aim or from implementing a legitimate decision.
32. We consider access to a complaints system to be a critical element of our arrangements, and it will only be in exceptional circumstances that we would consider such repeated use as unacceptable. We reserve the right to review complaints and where determined that they are a repeat of an earlier complaint, that complaint may be marked as a serial complaint and not progress through the complaints process.

Managing Unacceptable Actions by Parents and/or Customers

33. The threat or use of physical violence, written or verbal abuse or harassment (including stalking) towards our staff is likely to result in a termination of all direct contact with the individual. Incidents may be reported to the Police. This will always be the case if physical violence is used or threatened, or stalking behaviour is exhibited.
34. We will not tolerate any correspondence that is abusive to staff. We will tell the individual that we consider their language offensive, unnecessary and unhelpful and ask them to stop using such language. We will state that we will not respond to their correspondence if the action or behaviour continues and may require that correspondence is resubmitted in an acceptable format.
35. Our staff will end phone calls if they consider the caller aggressive, abusive or offensive. Our staff have the right to make this decision, to tell the caller that their behaviour is unacceptable and to end the call if the behaviour persists.
36. We also view the use of social media networks, for example, but not limited to, Facebook, X (formerly Twitter) and YouTube to be covered by this Policy.
37. In extreme situations, we may seek a prohibitory or preventive injunction against the individual, report incidents to the Police and seek prosecution.

Immediate Actions in response to Aggressive or abusive behaviour

38. In the event of violence or abuse we will take a "Zero Tolerance" approach.
39. If a member of our staff feels afraid, threatened or abused they are entitled to:
 - tell the customer that their behaviour is unacceptable
 - end a telephone call if the behaviour persists
 - ask the customer to leave the school buildings or property
 - adjourn or end a visit or meeting
 - call the Police.
40. Any immediate steps will be followed by either an informal warning about future conduct or consideration of further action under this Policy as well as supporting the Police in their investigation where this is reported.
41. In the event of aggression towards staff, managers and staff should report issues through the Headteacher who should enter the matter as violent incident on our Health and Safety system.
42. Where abuse is in the form of social media posts, we will consider:
 - Flagging and reporting any abusive comments to the platform operator to remove posts or other markers
 - Blocking the individual from the site if operated by the school

- Reporting the matter to the Police
- Taking legal advice on further options.

Restricting Parent or Customer Contact

43. There are very few parents or customers whose actions we consider unacceptable. We aim to manage these actions based on their nature and extent. If our ability to do our work and provide a service to others is affected adversely, we may need to restrict that parent or customer's contact with us in order to manage the unacceptable action.
44. This will only be taken after careful consideration of the situation by Headteacher. Wherever possible, we will give the individual the opportunity to change their behaviour or action before a decision is taken.
45. Adequate records will be retained by the school of the details of the case and the action that has been taken where this Policy has been invoked.

Issuing a Parent or Customer Contact Restriction (PCCR)

First Stage – Warning

46. The school will compile documented evidence that captures why the parent or customer's behaviour is causing concern and meets the criteria of unacceptable actions as outlined in this Policy, captures any decision.
47. Any decision to restrict contact will take into consideration the frequency and nature of the behaviour and actions, and any impact on the staff member's feelings/welfare.
48. Parents and customers will be advised that their behaviour is giving cause for concern, to provide them with the opportunity to modify their behaviour in advance of any sanction being applied. A written warning informing parents and customers of our policy for dealing with problem behaviours will be sent and will:
- identify the unacceptable behaviour
 - explain why it is inappropriate
 - explain the steps we have taken
 - advise the parent or customer that, if they do this again, restrictions will be put in place
49. The Headteacher will notify the Chair of Governors where they have written to the parent or customer.

Second Stage – Imposition of PCCR

50. If the behaviour continues, the Headteacher will make a decision as to the action to take. A letter will then be sent to the parent or customer outlining this decision. All letters will include:

- Why we have taken the decision we have
- What specific action we are taking
- The duration of that action (this could be 3, 6 or 12 months or linked to the end of Autumn, Spring or Summer terms)
- The date the PCCR will be reviewed and the end of that duration
- The circumstances that the PCCR could be reviewed in advance of that date (e.g. new relevant information or continued unacceptable actions)
- Arrangements for emergency and other necessary contact while the PCCR is in place.
- That if any unacceptable actions continue, a further restriction may be put in place.

51. A log of the decision made and records of all contacts with the parent or customer will be kept. This information will be treated as confidential and only shared with those who may be affected by the decision in order them to carry out their role at work.

52. Key information to be recorded includes:

- Details of the scope of any restriction
- The extent of the restriction, for example for parents/carers, what engagement with the school will continue to take place where their child remains a pupil at the school
- Details of any decision not to put a further complaint about the same matter from the parent or customer through the complaint procedure but confirming that the complaint and decision will be logged by the school
- The timescale of any restriction (this could be 3, 6 or 12 months or linked to the end of Autumn, Spring or Summer terms depending on the circumstances of the case).

53. Any further contact from the parent or customer, for example on a new issue, will be treated on its merits on a case-by-case basis.

54. If the matter relates to a parent whose child/ren still attend the school, then ongoing contact will be taken into account whilst protecting the staff members concerned and arrangements put in place to mitigate risks to the parent.

Forms that a PCCR may take

55. We may:

- Restrict contact in person, by telephone, letter, email or by any combination of these.
- Negotiate a Behaviour Contract with the individual that clearly outlines the expected behaviour and consequences if that standard is not met
- Specify one form of contact, for example a named staff member that the parent or customer may only contact or shared mailbox. No other staff member would have direct contact with the parent or customer in this circumstance.
- Impose restrictions within the school's email system that mean that all emails from the parent or customer are automatically forwarded to one place.
- Advise a parent or customer that they are not permitted on school premises or impose conditions on their entry.

56. None of the above actions preclude the school reporting behaviour to the Police.

57. Where a parent or customer repeatedly phones, visits, raises the same issues, or sends large numbers of documents where their relevance isn't clear, we may decide to:

- limit contact to telephone calls from the individual at set times on set days
- restrict contact to a nominated member of staff who will deal with future calls or correspondence from the individual
- see the individual by appointment only
- restrict contact from the individual to writing only
- retain the documents without providing a response or in extreme cases, return any documents to the individual
- restrict contact to a joint mailbox
- take any other action that we consider appropriate.

In all cases, the school will keep a record of the unreasonable contact.

58. Where we consider continued correspondence on a wide range of issues to be excessive, we will take legal advice and may tell the parent or customer that only a certain number of issues will be considered in a given period and ask them to limit or focus their requests accordingly.

59. We reserve the right to refuse to consider a complaint or future complaints from an individual on the same subject matter. Each complaint will be considered on its merits, ensuring that any repeated complaints are not responded to. We will take into account the impact on the individual and also where there would be a broader public interest in considering the complaint further, in accordance with the principles and processes outlined in this Policy.

60. We will always tell the individual what action we are taking and why.

Limits of PCCR in relation to individual's Statutory Rights

61. Although a PCCR may have been imposed on a parent or customer, they may still retain rights to contact the school on other issues. In cases where the school is required by law to provide support or respond to an individual subject to a PCCR, the normal school processes should be followed.

Limits of PCCR in relation to urgent or emergency situations

62. Although a PCCR may have been imposed on a parent or customer, they may still need to make urgent contact with the school in emergency situations. In such cases, normal school processes should be followed.

63. Where a PCCR has been imposed and unacceptable behaviour continues, the Headteacher, with the support of the Chair of Governors, may escalate the case to the County Council and request their intervention. In such cases, the County Council will write direct to the parent or customer regarding their behaviour.

Roles and responsibilities

64. When a school employee makes an immediate decision in response to aggressive or abusive behaviour, the parent or customer is advised at the time of the incident.

65. When a decision has been made to restrict contact in accordance with this policy, we will always tell the individual in writing. We will explain why the decision has been made to restrict future contact, the restricted contact arrangements and, if relevant, the length of time that these restrictions will be in place. This ensures that the individual has a record of the decision. The decision in writing can be supplemented by another form of communication if written communication is not the most appropriate medium for the individual.

66. Where it is decided to restrict a parent or customer's contact, an entry noting this will be made in the relevant file and appropriate computer records. We record all incidents of unacceptable actions by parents and/or customers. Again, the decision in writing can be supplemented by another form of communication if written communication is not the most appropriate medium for the individual.

67. An annual review of the application of this Policy will be undertaken to ensure consistency and share approaches.

Equalities, Diversity and Reasonable Adjustments

68. When implementing this Policy, the school will do so in compliance with its duties under the Equality Act 2010, making adjustments it deems to be reasonable ('Reasonable Adjustments') for parents and/or customers as appropriate.

Representation and multi-agency approach

69. In cases where action under this policy has not led to a change in behaviour, the school will seek legal advice on considering whether there are any other individuals who may be able to represent the parent or customer in the handling of any issues or complaints they are bringing to the school, to assist with de-escalating any unreasonable behaviour on the part of a parent or customer. For example, this could be a family member, friend or support worker. Consideration could also be given, if appropriate, to a multi-agency approach if the individual concerned is receiving support from social services.

APPENDIX A - Herne Junior School's Zero Tolerance statement



We take pride in promoting, valuing and celebrating diversity as an inclusive education provider and employer.

In serving our school community, we seek to ensure zero tolerance of harassment, discrimination, bullying and abuse and will respond promptly to any incidents of these.

We are committed to advancing equality and inclusion in all our responsibilities – as an employer, as a provider of services, and as a partner in the local community. All of our staff are entitled to be treated with respect by those they work with or for.

The School has policies and guidance to support our Zero Tolerance approach towards any form of harassment, discrimination, bullying, or abuse towards our staff. This includes the Unacceptable Actions by Parent and Customers Policy that outlines the School's approach to implementing a parent or customer contact restriction, should this be necessary to protect our workforce.

APPENDIX B - Zero Tolerance: Preventative Measures and Reactive Measures Flowchart

Prevention

Schools can see to prevent instances of bullying, discrimination, harassment or abuse by:

- having a clear and consistent policy framework
- communicating the policy framework to staff and parents/customers
- ensuring the policies are followed and directing individuals where they are not following the relevant policy

The policy and guidance map outlines all the relevant policies to support Zero Tolerance. This particularly includes:

- the Model School Communications Policy available from Hampshire Legal Services
- the Model Zero Tolerance Policy and associated resources available from the Hampshire Improvement and Advisory Service Leadership Moodle
- various policies available from Education People Services to support staff to raise concerns and to support schools to deal with concern about staff behaviour
- the Violent Incidents and Aggression Policy and Incident Reporting process from Health and Safety

Access to these policies will vary depending on whether you are a maintained or academy school and whether you have a Service Level Agreement or not.

Whilst having policies is the first step, it is important that these policies are shared with the relevant individuals and are followed and lived by the school so that they become part of the school's culture. Schools must ensure that:

- they communicate with parents so they understand how they will be communicated with; how they can raise concerns and how any poor behaviour from them will be dealt with
- they communication with staff so that they understand the policy framework that applies to them as staff where they have concerns or if they are the alleged perpetrator of any concerns regarding bullying, discrimination, harassment or abuse as well as the policy framework that the school will apply to parents

Policies should therefore be part of communication with new parents with periodic reminders sent to all as well as part of induction, INSET and/or staff meetings for the school staff.

Parent and Customers: Reactive Measures Flowchart

The process below relates to instances of inappropriate behaviour by parents or customers. Where the alleged perpetrator of the inappropriate behaviour is a member of staff, the school should follow the relevant staff process. Throughout the process below, ensure that staff affected by the behaviours of a parent/customer are supported.

Where appropriate, direct the parent/customer to the school's complaints procedure and follow through complaints process.
If having concluded a complaints process, or issue is not related to a complaint matter, commence using the Record of Parent and Customer contact to collate evidence and documentation in relation to the concerns or behaviours.
Where behaviours continue, review the guidance in the Zero Tolerance Policy and How to Guide and consider if appropriate to issue a warning letter.
If having reviewed the guidance, you feel it is appropriate, issue a warning letter (two templates are available in the resources).
Continue to monitor the parent/customer behaviour and contact using the Record of Parent and Customer contact to collate evidence and documentation.
If behaviour continues and having reviewed the guidance, you feel it is appropriate, issue a Parent or Customer Contact Restriction notification letter. For maintained schools it is expected that the Chair of Governors will be aware and is supportive.
Continue to monitor the parent/customer behaviour and contact using the Record of Parent and Customer contact to collate evidence and documentation.
Maintained schools only
If behaviour continues and having reviewed the guidance, you feel it is appropriate, you can request support from the Local Authority to write the parent or customer. You should complete the Zero Tolerance escalation form. This will be reviewed by a school improvement officer. It is expected that the Chair of Governors will be aware and is supportive of the request. The Local Authority will review and determine whether to issue a letter on a case-by-case basis.
Continue to monitor the parent/customer behaviour and contact using the Record of Parent and Customer contact to collate evidence and documentation.
If behaviour continues, you should seek support from Hampshire Legal Services on whether there are further legal actions available to you to manage the parent's contact and/or behaviour (e.g. an injunction). Please note, the threshold for such action is high. It is expected that the Chair of Governors will be aware where contact is being made.

APPENDIX C - Record of Unacceptable Parent / Customer Contact

Parent/Customer Name:				
Date of contact:	Method of contact:	Time of contact	Summary of interaction content	Further comments (including detail of why it was not acceptable contact where the concern does not relate to volume of contact)
<i>e.g. 05.01.2026</i>	<i>Email</i>	<i>2.49pm</i>	<i>Email regarding school trip for Year 6 pupils</i>	<i>Aggressive and threatening language and tone</i>
<i>e.g. 07.01.2026</i>	<i>Telephone calls</i>	<i>9.15am 11.30am 1.45pm</i>	<i>Telephone calls regarding forthcoming parents evening</i>	<i>Abusive towards school administrative staff as unable to secure the appointment time desired</i>

APPENDIX D - Template Parent and Customer Contact Restriction Notification Letters



HERNE JUNIOR SCHOOL

Headteacher: Susan Sayers
Telephone: 01730 263746
Office Email: admin@hernejunior.com
Headteacher Email: headteacher@hernejunior.com
Website: www.hernejunior.com
Location: ///what3words: [proudest.equity.bubble](https://www.what3words.com/proudest.equity.bubble)



Love Lane, Petersfield, GU31 4BP

Template 1 – Restriction implementation (contact with School)

Dear [NAME],

I write with regards to your recent communications with [INSERT INDIVIDUALS] at [NAME OF SCHOOL].

I have reviewed the nature of your recent correspondence, in relation to the School's Policy on Unacceptable Behaviour by Parents and Customers, which is available on the School's website. I have concluded that the nature of your contact with the School is unreasonable, specifically that you have [displayed or made]:

[USE THE BULLET POINTS BELOW WHICH BEST DESCRIBE THE UNACCEPTABLE ACTIONS]

- **Aggressive or abusive behaviour:** anger which escalates into aggression, threatening behaviour, written or verbal abuse, or unsubstantiated allegations;
- **Unreasonable demands:** a demand is unreasonable when complying with it would impact substantially on the School's work or on the day to day provision to pupils and support to other parents or customers;
- **Unreasonable levels of contact:** when the amount of time spent dealing with a complaint impacts on the School's ability to deal with it or with other parent/customer complaints; this is not the same as persistence which can be a positive advantage when pursuing a complaint; and
- **Unreasonable use of the School's complaints process:** when the effect of the repeated complaint is to harass, or to prevent the School from pursuing a legitimate aim or from implementing a legitimate decision.

In the view of the School, your continued actions are [unreasonable or unacceptable] despite the warning letter I sent to you on [DATE]. The School cannot accept contact that is harmful to staff or interferes with the proper operation of the School.

[INCLUDE A PARAGRAPH EXPLAINING THE IMPACT OF THE BEHAVIOUR FOR EXAMPLE:]

[Your continued correspondence has resulted in disproportionate effort by staff, taking them away from other duties with distracting and disrupting consequences. Regrettably, due to the nature of your communications, a restriction is being placed on your contact with the School. Placing a restriction on your contact is not undertaken lightly, however, your behaviour is unacceptable.]

[In the view of the School the tone and language that you have used in your recent correspondence has been unreasonably derisive and personal in nature, causing upset and distress to members of the School's staff.]

This means that your contact with the School will be restricted as follows:

[INCLUDE AS APPROPRIATE:]

[You are not permitted to access the School site unless attending a pre-arranged meeting that has been agreed by the School in advance, or in the event of a medical emergency relating to your child.]

[Further contact with the School must be by phone only to [NAME AND NUMBER]. The School will respond to phone queries within a reasonable timeframe where we consider that a response is required].

[Further contact with the School must be by email only to [INSERT NAME AND EMAIL ADDRESS]. The School will check any emails received from you on a [weekly] basis and we will respond within a reasonable timeframe where we consider that a response is required. Should you send multiple emails over a short period of time, you may receive one consolidated response (where the School agrees response is required). Emails sent to any other email address will be **[noted and filed but no response will be sent to you] OR [automatically redirected to the nominated email address] OR [deleted unread].]**

[While the restriction is in place the School will not accept phone calls from you, except in the case of an emergency. Any phone call received from you will therefore be terminated immediately unless it relates to a safeguarding or other pupil wellbeing matter that you have made clear immediately.]

The restriction will be in place for **[three or six or twelve]** months, with review on **[DATE]** to decide whether the restriction is still needed. The School may review the restriction earlier if additional relevant information is received.

If **[unreasonable or unacceptable]** actions continue, the School will consider any further measures which may be put in place.

The restriction does not prevent you from engaging with the School through other appropriate channels, where required (e.g. parental survey).

I realise you may not be happy about receiving this letter. However, we require all members of the School community to treat School staff with respect.

Yours sincerely,



Mrs Susan Sayers
Headteacher

Template 2 – Restriction implementation (access to site – banning letter)

Only parents and carers have implied permission to enter certain areas of the School at certain times for certain purposes (e.g. to drop off and pick up their children). There is usually no need to ban other customers from site in the same way as for parents. For example:

- to restrict a hirer's site access, the hire agreement should be terminated in accordance with its terms;
- Schools can revoke any general invitation given to a visitor who is not a parent;
- If legislation or a contract regulates an individual's access, please consult Hampshire Legal Services for further advice.

Please also refer to the Banning Guidance Note in the Hampshire Legal Services section of [Hampshire Services for Schools](#), under Disputes & Complaints/ Advice & Guidance/ Banning from School Site.



HERNE JUNIOR SCHOOL

Headteacher: Susan Sayers
Telephone: 01730 263746
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Headteacher Email: headteacher@hernejunior.com
Website: www.hernejunior.com
Location: ///what3words: [proudest.equity.bubble](https://www.what3words.com/proudest.equity.bubble)

4BP



Love Lane, Petersfield, GU31

Dear [NAME]

I was disappointed to hear from members of staff of the incident on [TIME AND DATE]

I am informed that [insert details of incident and its effect on staff, pupils and other parents].

Behaviour of this kind is unacceptable, particularly in the presence of young children to whom I have a duty to ensure they feel safe and secure whilst on School premises.

Having taken into account the warning sent to you on [DATE] following previous unacceptable conduct reported to me, and having considered the circumstances of this incident, I have now withdrawn permission for you to enter the School premises.

You may come to the School gate where [CHILD'S NAME] will be greeted by a member of staff and assisted to settle into the school day. At the end of the day, [CHILD'S NAME] will be brought to you at the same point.

I will review your ban from the premises on [DATE] and if your behaviour between now and then has been acceptable, I will consider lifting the ban. In the meantime, should you wish to make representations to me as to why this ban should not continue in force, you can do so in

writing to me. I will take into account any apology for your behaviour and any undertaking that there will be no repetition.

If you enter the School site during your ban, you will be trespassing. You should note that Section 547 (1) of the Education Act 1996 makes it an offence to cause a nuisance or disturbance on school premises whilst trespassing. I am prepared to invoke these powers to ensure the safety and welfare of pupils and adults on School premises, with the assistance of the Police if necessary.

I hope that [today's] incident is an isolated one and that we can continue to work together to ensure that [CHILD'S NAME] has a positive educational experience at this School.

Yours sincerely



Mrs Susan Sayers
Headteacher

APPENDIX E - Template Parent or Customer Contact Restriction Warning Letters



HERNE JUNIOR SCHOOL

Headteacher: Susan Sayers
Telephone: 01730 263746
Office Email: admin@hernejunior.com
Headteacher Email: headteacher@hernejunior.com
Website: www.hernejunior.com
Location: ///what3words: [proudest.equity.bubble](https://www.what3words.com/proudest.equity.bubble)



Love Lane, Petersfield, GU31 4BP

Template 1 – Warning to parent or customer about unreasonable communication towards any representative of the School

Dear [NAME],

I write to warn you that your recent contact is contrary to our expectations regarding respectful and reasonable contact with the School.

When communicating with individuals who express dissatisfaction, in the vast majority of cases the School has polite and courteous interactions. I am sorry to read the dissatisfaction you express and know there are good intentions in your approach. However, the impact it is having is disproportionate and at odds with our policy of zero-tolerance towards unreasonable actions.

[DESCRIBE THE ACTIONS AND IMPACT THIS IS HAVING ON THE SCHOOL / STAFF]

[EXAMPLES BELOW]

[Your communications are unreasonably persistent and are causing the disproportionate diversion of our normal day to day activity. Your approach risks confusion while we are trying to address your concerns. You have sent [NUMBER] of emails over the past [NUMBER] of [days or weeks]. No school can facilitate this level of contact from any individual.]

[Your communication adopts a scattergun approach, with multiple individuals included in your communication, which diverts resource and risks duplication of work.]

[Members of staff consider the tone of emails received from you to be unreasonable, including persistent threats of legal action and personalised criticism of staff intended to undermine their professional expertise.]

[You repeat the questions put to colleagues regarding XXX, requiring colleagues to repeat themselves causing disproportionate diversion of normal day to day activity.]

Specific examples of the unreasonable actions are provided in Appendix 1 of this letter. [In the circumstances, your current contact with us is contrary to our Parent Communications Policy, available on our website <https://www.hernejunior.com/>].

You were advised on [DATE] [REFERENCE AN EMAIL OR LETTER, IF YOU HAVE EXPLAINED TO THE CUSTOMER WHY THE SCHOOL CANNOT RESPOND / FURTHER RESPOND TO ISSUES RAISED.]

[If you are dissatisfied with the School's most recent response to your formal complaint, you may escalate the matter as set out in that response.]

If you continue to communicate with the School in an unreasonable manner, we will have to consider placing a restriction on your contact. This would be implemented in accordance with the School's Unacceptable Actions by Parents and Customers Policy, which can be accessed on the School website <https://www.hernejunior.com/>

This is not something the School wishes to implement and, therefore, I hope will not be necessary.

If a restriction is required moving forward, this would most likely take the form of [GIVE EXAMPLE; limiting your contact to one type of communication (such as email), to be addressed to one named individual/nominated email address, with response times decided by the School where we agree a response is required.]

[prohibiting all contact with all other colleagues within the School apart from [NAME].]

The restriction would be put in place for a specific time and then reviewed to establish whether this restriction can be lifted or would need to be extended.

I realise you may not be happy about receiving this letter. However, restrictions will only be needed if the unreasonable behaviour continues, and this letter acts as a warning only.

Yours sincerely,



Mrs Susan Sayers
Headteacher

Appendix 1

[PROVIDE A LIST REFERENCING SPECIFIC COMMUNICATIONS / MEETINGS ETC. WHERE THE PARENT/CUSTOMER HAS ACTED UNREASONABLY]

Below are examples of unreasonable behaviour.

1. **Describe the unreasonable behaviour e.g. Evidence of adopting the scattergun approach**

From: emailaddress@gmail.com

Sent: Friday, November 8, 2025 02:49 PM

Subject: Email subject line

Template 2 – Warning to parent after verbal or physical aggression/ swearing on school site

Only parents and carers have implied permission to enter certain areas of the School at certain times for certain purposes (e.g. to drop off and pick up their children). There is usually no need to warn other customers about potential site restrictions in the same way as for parents. For example:

- to restrict a hirer's site access, the hire agreement should be terminated in accordance with its terms;
- Schools can revoke any general invitation given to a visitor who is not a parent;
- If legislation or a contract regulates an individual's access, please consult Hampshire Legal Services for further advice.

Please also refer to the Banning Guidance Note in the Hampshire Legal Services section of [Hampshire Services for Schools](#), under Disputes & Complaints/ Advice & Guidance/ Banning from School Site.



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Love Lane, Petersfield, GU31 4BP

Dear [NAME]

I refer to your conduct on School premises on [date and time] when you [insert details of incident, its effect on staff, pupils and other parents].

I must inform you that the School will not tolerate conduct of this nature on its premises and will act to defend its staff and pupils.

You should be aware that section 547 (1) of The Education Act 1996 makes it an offence to trespass upon school premises and cause a nuisance or disturbance. Such behaviour may also lead to measures being taken in accordance with anti-social behaviour legislation.

The purpose of this letter is therefore to warn you that should there be a repetition of this behaviour, consideration will be given to appropriate measures including banning you from the School premises.

A site ban would be implemented in accordance with the School's Unacceptable Actions by Parents and Customers Policy, which can be accessed on the School website: [\[INSERT LINK\]](#).

However, I trust that this was an isolated incident and that we can now continue working together to ensure that [\[child's name\]](#) is able to make maximum use of [\[his/her\]](#) educational opportunities at the School.

Yours sincerely

[\[INSERT NAME\]](#)

Headteacher

APPENDIX F – Zero Tolerance Escalation Form

[Zero Tolerance: Escalation Form](#)