



The Queen's Church of England Primary School

Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.

THE QUEEN'S SCHOOL Serious Incident Policy

Agreed by: The Governors' Premises, Health and Safety Committee

Date: February 2019

Review Cycle: 2 years

Next Review Date: February 2021

All The Queen's School policies should be read in conjunction with the Equality Policy.

If you require a copy of this document in large print, braille, audio format or paper, please contact the School Office.



The Queen's Church of England Primary School

SERIOUS INCIDENT POLICY

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1. Aims

This document has been created to help the school to manage a serious incident. An incident becomes a critical incident when it constitutes a serious disruption on a scale beyond the normal coping capacity of the school.

The principles and plans set out in this Policy aim to help the school provide sensible managed responses and especially to define responsibilities in the event of a crisis. It provides generic recommendations and will need tailoring in the event of specific incidents.

2. What is a serious incident/emergency?

A serious critical incident would be one involving trauma, fatality or serious injury to an individual/individuals or serious damage to property. An incident is likely to occur suddenly, and unpredictably. It will have significant emotional and/or organisational consequences.

Examples of serious incidents include:

- A serious incident at school such as a fire
- A tragedy at home or school such as the death of a pupil
- A traffic accident involving school transport
- An incident on a school trip
- A general emergency affecting the area
- Inability for day-to-day running of the school due to loss of key staff

NB: This plan is intended to help the school in the event of a serious incident which affects the running of the school. In the event of a safeguarding issue, the Head/ deputy would refer to the school Child Protection Policy. The core team will use its judgment as to whether to use/instigate the procedures set out in this Serious Incident Policy in the event of a specific incident.

If applicable, reference should also be made to the Bereavement Policy.

3. Response to a serious incident

The hours immediately following an incident are crucial to managing any response effectively. It is essential that the right people are alerted as soon as possible and that the information they receive is accurate.

The Headteacher, Deputy and Co-Chairs of Governors all have a copy of this procedure at home in the event of an incident and it is also available on the school website (stored under school policies) and a hard copy is kept in the School Office.

Emergency contact details are held on the restricted governor area of the school website and in the School Office and need to be reviewed annually. These include contact details for key members of staff, the police, LA and Diocese.

Serious Incident Team

The core emergency response team includes the following roles:

Incident Manager

Deputy Incident Manager

Parent Liaison

Support/Administration

Communications/Media (SDBE/AfC) spokesperson

Educational psychology team

The individuals fulfilling these roles and their contact numbers are included in Appendix 1. This appendix does not form part of this policy and can be updated as necessary.

Key responsibilities of the Serious Incident Team

Incident Manager	<ul style="list-style-type: none">• Establish serious incident team• Establish key facts relating to the incident• Co-ordinate emergency response strategy liaising with relevant services e.g. LA, governors and police• Monitor emergency response• Provide regular staff briefings• Authorise any additional expenditure
Deputy Incident Manager	<ul style="list-style-type: none">• Assist Incident Manager• Monitor and manage staff welfare• Co-ordinate school evacuation if necessary• Liaise with emergency services and other organisations as necessary
Parent Liaison including class teachers and teaching assistants	<ul style="list-style-type: none">• Advise parents and provide information• Provide point of contact for parents• Arrange on-site co-ordination of visiting parents• Maintain regular contact with parents where appropriate
Administrators	<ul style="list-style-type: none">• Operate phone lines• Help collate information• Relay and log incoming and outgoing messages• Provide admin support to the Incident Manager and Deputy• Maintain a master log of key events and decisions
Communications/Media Spokesperson	<ul style="list-style-type: none">• Act as a point of contact for media enquiries• Ensure the website is regularly updated

	<ul style="list-style-type: none"> • Work with the LA communications team to prepare media statements • Assist with internal communications
Pupil welfare	<ul style="list-style-type: none"> • Monitor, supervise and maintain the welfare of pupils • Co-ordinate the roll call/register • Provide information and reassurance to pupils • Monitor pupils' physical and emotional welfare

The priorities of the Serious Incident Team are to:

- save lives/minimise health and safety risks
- safeguard the interests of pupils and staff
- ensure that practical assistance is arranged and procedures are properly followed
- ensure adequate communication to all stakeholders affected

School Incident Form

This form should be used as to record initial information received on the incident and to log situation updates. A copy of this Form is included at Appendix 1A and is available on the School's "s drive" under the "Serious Incidents Folder".

Date:	Time:	Name:
Incident details:		
Description: (nature of incident, name of pupils etc.)		
How were you made aware of the incident?		
IS IT A CRITICAL INCIDENT? Is it an incident requiring immediate action or is there significant disruption to the operation of the school?		
Are there any casualties or fatalities?		
Have the emergency services been called?		
Have the casualties' emergency contacts been informed?		
Is the incident currently affecting school activities? If so which areas?		

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Guiding Principles for dealing with a serious incident

PHASE 1 Action	Completed
- Establish who is in charge. If the Headteacher is unavailable, the Deputy should take on the role of Incident Manager (or another member of the SLT).	
- Open and continue to maintain information log - Establish Serious Incident Team	
- Establish the nature of the incident and brief Serious Incident Team immediately	
- Report the incident to the LA and Diocese using the contact details (in Appendix 1). Decide what their involvement will be and what level of support the school will receive from them.	
- If the school needs to be evacuated, evacuate the school immediately (as per fire drills). The children should congregate at St Anne's on Kew Green .	
- Set up incident management room on site (Head teacher's office) or off site if necessary (St Anne's)	
PHASE 2	
- Establish facts and provide open channels of communications with staff, parents and media.	
- Brief staff as early as possible and keep them briefed.	
- Issue press statements which contain the same key messages that are communicated to staff and parents.	
- Discourage parents from coming to school unless asked to do so.	
- Pupils will be told, in simple terms, at an early stage, ideally in small groups by their class teacher where possible.	

<ul style="list-style-type: none"> - The Serious Incident Team will update and involve as much as possible key stakeholders (Local authority, Diocese etc). 	
<p>PHASE 3</p> <ul style="list-style-type: none"> - Focus on getting the school back to normal working hours as soon as is possible and minimising disruption to children 	
<ul style="list-style-type: none"> - Review response to the incident and decide if there are any ways in which the school could have acted more effectively. - Complete The Queen’s School internal serious incident evaluation form (appendix 5) 	

4. Examples of Possible Serious Incidents and how to respond

Incident (Examples not an exhaustive list)	Raising Alarm	Person Responsible of raising the alarm	Action
Premises emergencies and adverse weather		Incident manager makes decision and if building related speak to SDBE.	<ul style="list-style-type: none"> • Send parentmail to parents • Call parents who do not have parent mail • Stay with children until they are all collected • If snow closure then staff who live furthest away to leave as soon as possible.
Violence or assault within school	999	First adult present	<ul style="list-style-type: none"> • To ensure safety of everyone in the immediate area. • Emergency first aid • Co-operate with police
A school fire or explosion	Automatically raised if fire or smoke present	Incident manager	<ul style="list-style-type: none"> • Emergency evacuation procedures to onsite assembly point on tarmac sports pitch • Off-site assembly point: St Anne's Church
Dangerous substance leak / spill (unsafe to remain on site)	Fire alarm 999	<p>First person present at nearest call point admin officer 999</p> <p>Incident manager to contact St Anne's if can't remain on site, LA, Chairs and Vice Chairs of Governors and Diocese.</p> <p>Pupil and staff contact details needed.</p>	<ul style="list-style-type: none"> • Emergency evacuation procedures to off-site assembly point: St Anne's Church • Contact parents • Supervise pupils until collected by parents. • Ascertain when it is safe to return to school. Inform parents, staff, and governors.
A visitor/member of staff having a heart attack	999 Call school-based first aider Get defibrillator	First person present	<ul style="list-style-type: none"> • Emergency first aid response. • Ensure any children present are removed and reassured. • Contact next of kin if known. • Prepare for arrival of emergency services. Counselling as necessary

Death or injury on a school journey	999 or equivalent	<ul style="list-style-type: none"> • Nearest adult • Pupil and staff contact details needed – held by school journey leader. • Incident manager to contact parents etc., • Health and Safety Executive 	<ul style="list-style-type: none"> • Emergency first aid • Accompanying adult / child to hospital (with emergency medical details) • Contact next of kin • Contact school, governors and LA • Pupil and staff contact details • If necessary contact all parents • Arrange to return party to school • Contact media office • Arrange counselling through Educational psychology
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On school trips and journeys the following emergency procedure is followed and added to risk assessments:

In case of emergency:

- Adults are directly responsible for **all** children in their group.
- Get children back to school as soon as possible above ground.
- Find support from emergency services if necessary
- If phone lines/mobiles are working, then contact the school on: 0208 9403580

Bomb Threats

Staff should be trained in this procedure.

This is based on the knowledge that:

- a) Most bomb threats in schools are hoaxes.
- b) A real bomb threat means a single area must be isolated and not have anyone walking past it or standing in the vicinity.

Call Handler Steps for dealing with a bomb threat received by telephone

1. Stay calm and listen.
2. Obtain as much information as possible – try to get the caller to be precise about the **location and timing** of the alleged bomb and whom they represent. If possible, keep the caller talking.
3. Ensure that any recording facility is switched on.
4. When the caller rings off, dial 1471 (if that facility operates and you have no automatic number display) to see if you can get their number.
5. Immediately report the incident to the Headteacher or, in their absence the Deputy Headteacher

6. If you have not been able to record the call, make notes for the security staff or police. Do not leave your post – unless ordered to evacuate – until the police or security arrive.
7. Do not say the word ‘bomb’ out loud in the office or in other parts of the school. Such a call is to be treated calmly and confidentially – it is easy to cause panic by telling everyone who comes past what has just happened.

Steps for handling an email threat

Note as many details as possible from the email (recipients, time of sending, sender address) and immediately report the email to the Headteacher or, in their absence the Deputy Headteacher (and forward a copy if requested).

Do not say the word ‘bomb’ out loud in the office or in other parts of the school. Such a call is to be treated calmly and confidentially – it is easy to cause panic by telling everyone who comes past what has just happened.

Incident manager steps

1. From a private room telephone the police to alert them to what has happened – give them as much detail as possible (see call handler steps). Take their advice if different to the advice below as they may have local knowledge that you do not.
2. Follow advice from the police regarding evacuation.
3. If evacuation is needed sound fire alarm ensuring that children are not to walk past the area of concern. They should be evacuated to St Anne’s Church.
4. No child can be released from St Anne’s until a parent has collected them or they are returned to school once it has been deemed safe by the police.

Additional steps

The above examples illustrate different types of serious incidents (which may become critical incidents) requiring a range of actions. Following all serious incidents contact will be made with the relevant specialist agencies to provide members of the school community with appropriate support counselling etc. Some serious incidents need careful consideration about the next steps. This could involve: Banning a person from the premises for example due to a material or persistent failure to comply with the school’s Behaviour Policy or an incident of physical violence on the premises.

5. Banning from the Premises

The SDBE Guidance on Banning Adults from School Premises should be followed (Appendix 7). As part of this, the following steps should be taken in order to ban someone from the premises:

- The Headteacher must consider all the facts, ensuring that any witness make a written record of the incident.

- Write to the person to record the details of the incident and why it is unacceptable, include reference to the school's Behaviour Policy where appropriate.
- Explain in the letter that the governing body is imposing a temporary ban and invite the parent to respond within 10 working days giving their version of events and why they feel they should not be banned, the letter should include a deadline for a response and the date a decision on whether to confirm the ban, or otherwise, will be made.
- confirming the ban, giving a date when the ban will be reviewed, or if the decision is not in light of the response received, a letter stating this.
Staff in the school will be made aware of this ban in order for it to be upheld. If the person tries to enter the premises they will be asked to leave. If they continue to try to enter the premises the police will be called.

The School Incident Form should be used to record the incident giving rise to the need to ban, with the additional information set out below (required by the SDBE Guidance at Appendix 7) also included as appropriate:

- (i) date and time of incident;
- (ii) name of person reporting the incident and date reported;
- (iii) name of member of staff recording the incident and date recorded (the report should be signed);
- (iv) name and status (eg, parent, visitor, trespasser) of person causing the incident (or if unknown, any details which may allow their identification);
- (v) names and status (eg, member of staff and their position, visitor etc) of person(s) subject to the abuse/assault etc;
- (vi) names of any witnesses and their status;
- (vii) full description of incident, to include:
 - (a)) type of incident (whether trespass, verbal abuse, threatening behaviour, violence, weapons etc);
 - (b) location (attach sketch if appropriate);
 - (c) nature of injuries (if any) and any treatment received;
 - (d) attendance of emergency services (if any);
 - (e) initial action/outcome (eg, informal conciliation between parties, whether trespasser removed under S547, whether parents were contacted if children witnessed the incident, or were involved in it, police intervention, warning issued or ban imposed);
 - (f) subsequent actions taken by the school (eg, risk assessment);
 - (g)) details of any previous linked incidents;
 - (h) name and contact details of police, and incident and crime number, if relevant.

Appendix 1 Serious Incident Team Contacts and other Emergency Contacts

Role	Name	Contact details
Incident Manager	Katie Bentham (Headteacher)	07808 068 548
Deputy Incident Manager (Mon-Wed)	Voulla Demetriou (Deputy Head)	07974 826 718
Deputy Incident Manager (Thur-Fri)	Jenny Stroud (Assistant Head)	07981 295433
Parent Liaison	Laura Coughtrie Inga Hall (Co Chairs of Governors)	07775 785677 07941131068
Support/Administration	Andrew Rooney Andrew	0778 841 4408
Communications/Media spokesperson	Canon Wendy Robins (Diocesan Director of Communications)	Tel: 020 7939 9400 Press mobile: 07831 694 021
Pupil welfare	Father Nigel Worn (Parish Priest) Emma Roberts(Governor/Chair Pastoral Committee)	07805 757 472 07515393064

Other emergency contacts in the event of a Serious Incident

Name	Contact details
Hatty Cadman (Co vice Chairs of Governors)	07961131685
Blake Borland (School Caretaker)	07453 547 702
Emma Roberts (Safeguarding Governor)	07515 393 064
Anna Chalcraft(SENCo)	07714085317
School Improvement Team, Achieving for Children – Richmond	020 8547 5282
Colin Powell (SDBE, Director of Education)	020 7234 9200

London Borough of Richmond upon Thames Contacts

The first point of contact for the Local Authority in an emergency during office hours is the School's improvement office (see above). The 24 hour emergency contact is Careline on 08456007413.

Name	Contact details
Borough Contingencies Unit	020 8891 7819
Director of Education and Children's services	020 8891 7906
The Corporate Health and Safety Unit	020 8891 7330, 07958 786 809
Educational Psychology Service	020 8894 1288
Counselling Service	020 8891 7886
Communications and Media officer	020 8487 5049

Police

Emergency 999

Kew Safer Neighbourhood Team 020 8247 8320, 07879 433 392

Appendix 1A Serious Incident Form and Incident Decision Log

Date:	Time:	Name:
Incident details: Description: (nature of incident, name of pupils etc.) How were you made aware of the incident?		
IS IT A CRITICAL INCIDENT? Is it an incident requiring immediate action or is there significant disruption to the operation of the school?		
Are there any casualties or fatalities?		
Have the emergency services been called? Have the casualties' emergency contacts been informed?		
Is the incident currently affecting school activities? If so which areas?		
Has access to the whole site been denied? For how long? Which areas are unusable or damaged? Is there evidence of structural damage? Have any utilities been affected (gas, electricity or water)? Does school evacuation or partial evacuation need to take place?		
Are systems unavailable (e.g. ICT, phones etc.)?		
Is there media interest in the incident? (currently or anticipated)?		

Appendix 2 Serious Incident Team Agenda

This agenda can be adapted to help the team focus on key priorities.

1. Share key facts regarding the traumatic event with the team. Consider and agree what information should be shared outside the team. Remind the team that they must not divulge information externally.
2. Determine the current impact of this incident on individual members of the school. Assess the likely impact on classes and individuals. Consider the impact on any other members of the school community.
3. Identify school resources. Are there other staff members who might be helpful additions to the team in this situation?
4. Update from other agencies and partners
5. Determine whether other additional counsellors are required to provide support to the team and work with pupils.
6. Confirm the overall strategy and the specific roles of the Serious Incident Team
7. Develop an agenda for the general staff meeting
8. Decide what communication will be issued to parents and on the website etc.

Appendix 3 Sample Staff Meeting Agenda

The following sample staff meeting aims to help prepare for regular staff update briefings:

1. Provide as much accurate information as possible e.g.:
 - names of pupils or staff directly involved
 - time and date of incident
 - latest developments**DON'T SPECULATE!!**
2. Introduce the Serious Incident Team and any support staff/representatives and explain their roles
3. Define what will happen next, how pupils and parents will be briefed
4. Explain media strategy if necessary
5. Prepare staff for dealing with briefing their pupils, define support services available and ask for help in identifying pupils or staff who may be at risk or need extra support
6. Inform all staff of any changes to the regular school schedule
7. Set the time and date of the next briefing meeting
8. Enable staff to ask questions and deal sensitively with their concerns.

NB - Attendance – anyone who is not present should be briefed as soon as possible.

Appendix 4 Sample letter to Parents/Carers

Dear Parents/Carers

It is with great sadness that I have to inform you.....
(insert facts)

The Queen's community is deeply affected by this tragedy and I am sure you will join us in offering our condolences to those affected.....

I have now spoken to all pupils and staff in school about what has happened and wanted to make you aware of the following arrangements:

(insert relevant details)

- school closure
- changes to timings of the school day
- lunch time arrangement
- changes to staffing
- arrangements for specific year groups
- counselling support available

This is a very difficult time for our school and our first consideration is the welfare of our pupils.

We appreciate the expressions of concern that we have received, however, it would be helpful if parents did not telephone the school during this time so that we can keep the phone lines open and staff can focus on managing the situation.

I will provide an update xxx and you can find regular updates on our website xx

Yours Sincerely

Appendix 5 The Queen's Internal Incident Evaluation Form

QUEEN'S INTERNAL SERIOUS INCIDENT EVALUATION FORM
Date of incident:
Brief description of incident:
Description of external support provided:
What worked well:
What could have been done better:
Comment on the school's Serious Incident Plan:
Actions to be taken:

Appendix 6 Keyholders

Katie Bentham	Headteacher
Blake Borland	Caretaker
Andy Rooney	SBM
Anya Grygowska	Lettings Caretaker
Inga Hall	Co Chair of Governors

Stuart Cooke	Premier Key Holding Service
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**BRIEFING****SUBJECT:** Banning from school premises**RECIPIENT(S):** Headteachers and Chairs of Governors of all schools and academies**SDBE CONTACT:** Carol Jerwood/Leo Morrell **DATE:** September 2016**2 INTRODUCTION**

2.1 There are occasions when the behaviour of parents and others on school premises is unacceptable. School policies on behaviour will include expectations about the acceptable behaviour of adults who visit or work in the school, including parents. This should be brought to the attention of all adults who enter the school premises on a regular basis. It is recognised in our Church schools that relationships are built on gospel values and it is reasonable to expect that everyone in the school community will deal with each other in a courteous and respectful manner. We expect adults in our schools to model the behaviour we expect the children and young people in our schools to emulate. It must be made clear that abusive, threatening, or violent behaviour has no place in our schools and will not be tolerated.

2.2 In voluntary aided, foundation schools and academies, the governing body/academy trust is responsible for protecting the health and safety of their staff and pupils. All members of the school community and their visitors have the right to expect that the school is a safe place in which to work and learn. DFE advice on school security can be accessed through the following link [Advice on school security 2012](#).

3 HEADTEACHER'S RESPONSIBILITIES

3.1 The headteacher controls day-to-day access to the school site and acts in accordance with the school's safeguarding policy; parents are granted "limited licence" to visit and engage with the school, normally by invitation, or appointment; in primary schools parents are normally allowed into the playground at the beginning and end of the school day. Schools should have an agreed approach to parental access to the school premises and make this known to parents. Parental involvement in schools is important in fostering educational success and in dealing with any issues that may arise at an early stage. However, there are occasions when the behaviour of a few can cause severe disruption, or worse, and it is for the headteacher or, when absent, whoever is acting on their behalf, to decide whether an incident warrants a ban from the school premises. A headteacher may instigate the ban themselves, but usually the Chair of Governors would sign the letter banning the parent, making it less likely that there would be a personal confrontation between the headteacher and the parent.

3.2 All schools should have policies and procedures for dealing with incidents involving abusive, threatening, or violent behaviour. These should cover:

- (i) what to do when an incident occurs (eg, ask the person to leave, or invite them into a room away from others, particularly children);
- (ii) who to contact in an emergency (a named contact at the school, the police, the LA, the academy trust);
- (iii) how to record incidents and who to report it to (many schools have an incident report form);
- (iv) what follow-up action should be taken (eg, instigating a ban);
- (v) what support is available from the employer (eg, counselling, occupational health or legal support);
- (vi) liaison with the police where necessary.

4 THE BANNING PROCESS

4.1 There are several steps which need to be taken in order to ban a person from the school premises, these are outlined below:

- (i) the headteacher must consider all the facts, ensuring that any witnesses make a written record of the incident;
- (ii) write to the parent to record the details of the incident and why it is unacceptable, include

- reference to the school's behaviour policy where appropriate;
- (iii) explain in the letter that the governing body is imposing a temporary ban and invite the parent to respond within 10 working days giving their version of events and why they feel they should not

be banned, the letter should include a deadline for a response and the date a decision on whether to confirm the ban, or otherwise, will be made;

- (iv) once any representations have been made, a second letter should be sent either confirming the ban, giving a date when the ban will be reviewed, or if the decision is not to ban in light of the response received, a letter should be sent stating this.

4.2 A ban would normally be of finite length and the duration sufficient to convey a clear message about the seriousness of the incident, it will confirm that the school will not tolerate misbehaviour, but it should not be disproportionate. It is important, particularly in the case of parents, that they are given a right of reply (see 3.1

(iii) above) and relationships are restored as soon as is reasonably practicable. The NAHT publishes guidance on managing violent and abusive behaviour and this includes model letters to be used when banning a parent or member of the public which are based on those in the previous version of the DFE guidance on school security **NAHT guidance**. **NB: The first letter in the NAHT guidance is written from the headteacher, this was not included in the original guidance from the DFE and appears to be a pre-warning letter; as such it appears to repeat some of the steps in the second letter which would be written by the Chair of Governors. The Board would advise moving straight to the second letter, thereby keeping the headteacher one step removed from the process.**

4.3 A ban is an important step, particularly in light of parents' limited licence to access school premises, in making it easier to use legal remedies to prevent repeated misconduct, including use of Section 547 of the Education Act 1996 which makes it a criminal offence for a person who is on school premises without lawful authority to cause, or permit a nuisance or disturbance. Police, or another authorised person, may remove those who are on school premises without permission, and a prosecution may be the result.

5 INCIDENT REPORT FORM

5.1 It is important that a written record of the incident is recorded before any discussion between witnesses, as this might lead to allegations of collusion.

5.2 The report form may contain the following elements:

- (i) date and time of incident;
- (ii) name of person reporting the incident and date reported;
- (iii) name of member of staff recording the incident and date recorded (the report should be signed);
- (iv) name and status (eg, parent, visitor, trespasser) of person causing the incident (or if unknown, any details which may allow their identification);
- (v) names and status (eg, member of staff and their position, visitor etc) of person(s) subject to the abuse/assault etc;
- (vi) names of any witnesses and their status;
- (vii) full description of incident, to include:
 - (a) type of incident (whether trespass, verbal abuse, threatening behaviour, violence, weapons etc);
 - (b) location (attach sketch if appropriate);
 - (c) nature of injuries (if any) and any treatment received;
 - (d) attendance of emergency services (if any);
 - (e) initial action/outcome (eg, informal conciliation between parties, whether trespasser removed under S547, whether parents were contacted if children witnessed the incident, or were involved in it, police intervention, warning issued or ban imposed);

- (f) subsequent actions taken by the school (eg, risk assessment);
- (g)) details of any previous linked incidents;
- (h) name and contact details of police, and incident and crime number, if relevant.

6 PARENTAL RIGHTS

6.1 It is important to attempt to maintain normal communications with parents as far as possible, a ban does not preclude a parent from participating in elections for parent governors. Parents also retain their right to the usual meetings with staff about their child's educational progress, however, the school can determine who will be present at such meetings, eg, a senior member of staff may accompany the class teacher, and the meeting could be arranged off-site. The interests of the child should continue to be paramount.