



Parent and Carer Code of Conduct Policy

Review by policy owners:	Darren Barton (New Policy)
Review by Trustees:	Laura Ellener and Doug Croucher June 2024
Ratified by Board of Trustees:	19 June 2024
Next review date:	Summer Term 2025

Within this policy the term CEO refers to the CEO of the Trust. The term Headteacher refers to the Headteacher of the school (or Executive Headteacher, where applicable). For any matters relating to staff who work outside of a single school setting, the Head of Service is the responsible person where the term “Headteacher” is used. If an issue/potential issue is connected with a Headteacher or Head of Service, the CEO is the responsible person where the term “Headteacher” is used.

The Trustees of the Twynham Learning Trust (the Trust) are Charity Trustees and Company Directors and for the purpose of this policy these terms are interchangeable.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

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1. Purpose and Scope of this Policy

At Twynham Learning we believe it is important to:

- Work in partnership with parents/carer to support their child's learning.
- Create a safe, respectful and inclusive environment for pupils, staff and parents/carers.
- Ensure that leaders in the school are able to determine the best use of staff time to respond best to students' needs.
- Teach positive behaviours to children through our Behaviour Strategy, Policies and curricula.

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff and volunteers through the Code of Conduct for Staff and Volunteers and our pupils through our Trust Behaviour Strategy and school specific Behaviour Policies.

Working in partnership with parents we will always endeavour to:

- Listening carefully to feedback.
- Responding in a timely way to correspondence.
- Being mindful of context and challenges.

This code of conduct aims to help the school work together with parents/carers by setting guidelines on appropriate parental behaviour.

We use the term 'parents' to refer to:

- Anyone with parental responsibility for a pupil.
- Anyone caring for a child (such as grandparents or child-minders).

This document should be read in conjunction with:

- The Twynham Learning Behaviour Strategy.
- School specific Behaviour Policies.
- DfE Guidance on Controlling Access to School Premises.
([Controlling access to school premises - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/controlling-access-to-school-premises.pdf))
- Section 547 of the Education Act 1996.
([Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/part/II/chapter/1/section/547))
- Twynham Learning Complaints Policy and Procedure.

2. Our Expectations of Parents

We expect parents to:

- Respect the values, ethos and culture of our trust and its schools.
- Actively participate in supporting their child's success recognising that we expect all pupils to self-regulate their behaviour as set out in the Twynham Learning Behaviour Strategy.

- Remember that in choosing to attend a Twynham Learning school, adherence to trust strategies and school policies and procedures are not “an optional extra”. No parent or pupil has the right to “opt out”.
- Work together with school staff in the best interests of our pupils as determined by school leaders.
- Support the school’s responsiveness to pupils’ needs by following the advice on the best modes of communication.
- Treat all members of the school community with respect, setting a good example in terms of both language and behaviour.
- Show parental responsibility – consistently correcting their own child’s behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct.
- Where conflicting views exist, not automatically presume that a child’s account of events is a perfectly accurate recall and presume that teachers’ professional account of events is of equal value or less than a child’s.
- Respect the fact that while human, teachers have the professionalism, experience and emotional intelligence to read, recall and interpret a situation with a high level of accuracy.
- Where a parent has a concern with regards to staff professionalism or conduct, raise the issue appropriately using the trust’s Complaints Policy and Procedures.
- Seek a peaceful solution to all issues.
- Be aware that the trust and its schools will exercise its legal responsibility to refer matters to appropriate agencies as it deems appropriate.
- Actively engage in regularly monitoring of pupils’ mobile phone and computer/device activity.
- Understand and commit to consistently encouraging healthy learning habits regarding homework, wider reading and responding to feedback from school.
- Commit to healthy social and emotional development with respectful and appropriate behaviours – knowing a child’s whereabouts; vetting suitability of the company they keep; managed and negotiated social time and contact; prioritising healthy dietary, exercise and sleep habits to support their development as interpersonal learners.

3. Parental Behaviour that Will Not be Tolerated

- Any behaviour which a member of the school community perceives as intimidatory, aggressive or undermining.
- Disrupting, or threatening to disrupt, school operations including events on the school grounds and sports team matches.
- Swearing, or using offensive language.
- Displaying a temper, or shouting at members of staff, pupils or other parents.
- Threatening another member of the school community.
- Sending abusive messages to another member of the school community, including via text, email or social media.
- Posting defamatory, offensive or derogatory comments about the trust, its schools, its staff, its pupils or any member of its community, on social media or communications platforms.

Posting inflammatory comments to incite stakeholder action on social media or communications platforms.

- Any aggressive behaviour (including verbally or in writing) towards another child or adult.
- Any communication which is repetitive or capacious with the potential to be regarded as vexatious.
- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention.
- Smoking or vaping on the school site, including in cars.
- Drinking alcohol on the school premises or under the influence of, or in possession of alcohol or other source of intoxication including drugs or 'legal-highs'.
- Bringing dogs onto the school premises, other than guide dogs.

4. Breaching the Code of Conduct

If a trust school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent.
- Invite the parent into school to meet with a senior member of staff or the headteacher.
- Contact the appropriate authorities e.g. in cases of criminal behaviour.
- Seek advice from legal services regarding further action e.g. in cases of conduct that may be libellous or slanderous.
- Ban the parent from the school site.
- Place constraints upon communication e.g. limiting contact to a fixed number of emails to a restricted email address.

The school will always respond to an incident in a proportionate way. The final decision for how to respond to breaches of the code of conduct rests with the Headteacher.

The Headteacher will inform the CEO when banning a parent from the school site.

The trust reserves the right to take robust action against parents who fail to comply using the powers conferred by the Education Act.