Bankfields Primary School



**Parents, Carers and Visitors’ Code of Conduct and Behaviour on School Premises Policy**

Updated: September 2023

Review Date: September 2025

Staff and Governors at Bankfields are fortunate to have a supportive and friendly parent

community. Our parents and carers recognise that educating children is a process that

involves partnership between parents and the school. We welcome and encourage parents

and carers to participate fully in the life of our school and we will act to ensure it remains a

safe place to learn and work.

The vast majority of the parents and carers are keen to work with us and are supportive of

the school's work. If a parent or carer has concerns, we will always listen and seek to

address them.

We expect all members of our school community to behave in a reasonable way but sadly,

there are occasions when behaviour by parents, carers and visitors to the school is

considered unacceptable. This policy outlines the steps that will be taken in those

circumstances.

**VISITORS CODE OF CONDUCT**

In addition to following the guidance set out in our Home-School Agreements, we expect

visitors to:

* Understand that both teachers and parents/carers need to work together for the
* benefit of their children.
* Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
* Seek to clarify a child’s version of events with the school’s view, without accusation, in order to bring about a peaceful solution to any issue.
* Correct their own child’s behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
* Approach the school in an appropriate manner to help resolve any issues of concern.

**TYPES OF UNACCEPTABLE BEHAVIOUR**

In order to support a peaceful and safe school environment the school cannot tolerate

parents, carers and visitors exhibiting the following:

* Disruptive behaviour or disorderly conduct which interferes or threatens to interfere

with the operation of a classroom, office or any other area of the school grounds.

* Using loud/or offensive language, shouting, swearing, cursing, threatening, using profane language,
* Attempting to physically intimidate, use of aggressive hand gestures, body language or displaying temper.
* Threatening to harm a member of school staff, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence.
* Damaging or destroying school property.
* Sending abusive or threatening e-mails or text/voicemail/phone messages or other

written communications.

* Defamation of the school or staff character on Facebook or other social networking

sites.

* The use of physical aggression towards another adult or child. This includes physical

punishment against your own child on school premises.

* Approaching someone else’s child in order to discuss or chastise them because of their

actions towards your own children.

* Smoking and consumption of alcohol or illegal drugs on school premises.
* Dogs being brought on to school premises with the exception of assistance dogs.
* Shouting, arguing or fighting with other parents

**STEPS TO BE TAKEN IF AN INCIDENT OCCURS**

Actions taken will depend on the severity of the situation. If the Headteacher or Governors feel the situation is serious enough, they will move immediately to step 3

**STEP 1:** VERBAL or FIRST WRITTEN WARNING

The Headteacher (or member of SLT) will speak to the person or persons

perpetrating such an incident, privately. It will be put to them that such behaviour is unacceptable and an assurance will be sought that such an incident will not be repeated. If the Headteacher is unable to meet with the parent or they are not responding to contact then this will be done in writing. It will be stressed on this occasion that repetition of such an incident will result in further more serious action being taken. If the Headteacher has been subject to abuse this may be done by the Chair of Governors (or another appointed governor) if appropriate.

**STEP 2:** FINAL WRITTEN WARNING

If a second incident occurs involving the same person or persons, the Headteacher will write to the adult(s) informing them once again that this conduct is unacceptable. As for Step 1, if the Headteacher has been subject to abuse this may be done by the Chair or Governors or other appointed governor. NB: Any incidents of violent conduct would immediately proceed

to step 4. At any stage, the school may report serious incidents of abusive and threatening behaviour to the Local Authority. The school has a statutory responsibility to report any racist or discriminatory incidents to the Local Authority (See Equality Policy). Any act of actual or threatened violence will be referred to the police immediately. See STEP 2 example letter.

**STEP 3:** EXCLUSION FROM SCHOOL PREMISES

If such an incident recurs or if an initial incident is considered serious enough, the Chair of Governors and/or the Headteacher, (or other appointed governor) would enforce an exclusion from school premises.

**STEP 4:** REMOVAL BY POLICE

If, following a decision to exclude a person from the school premises, that person persists in entering school premises, they may be removed by the police as a trespasser under Section 547 of the Education Act 1996 and charged with an offence under the Public Order Act 1986. All parents, even if excluded from school premises, are not excluded from the rights to access to school and have a right to seek an appointment to speak to school staff about

their child’s educational progress.

If it is deemed that a parent or visitor is aggressive or regularly confrontational towards staff members, future meetings must be arranged in advance where they may be recorded for the protection of both staff member and parent/ visitor. However, all parents/visitors will be informed in advance if a conversation or meeting is to be recorded.

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| **Parents/carers** | **Pupil** | **School** |
| * Will treat all members of staff with dignity and respect * Approach staff in a non-threatening manner and without accusation when raising concerns * Support the school in managing and bringing about improvements in their child’s behaviour where necessary * Support school in helping their child to progress both socially and academically * Listen to and act upon concerns raised about your child from school * Ensure you respond to contact from school as soon as possible * Support the school to instil tolerance and respect in all pupils * Ensure pupils arrive at school prepared for their learning * Monitor children’s use of social media and online gaming to prevent issues occurring and being brought in to school | * Will treat all staff, children and visitors with kindness and respect * Work hard in all lessons and always try your best * Show resilience and determination when work is tricky * Talk to an adult if you are worried or upset * Not hurt any other child in school by hitting or saying unkind things * Be honest and trustworthy * Listen carefully to all teachers and follow the school rules * Look after school equipment and take care of your own belongings * Represent the school positively when out on school trips and events * Use social media and gaming devices appropriately to keep yourself safe and avoid conflict with friends in school | * Will approach all parents discreetly and respectfully when addressing concerns * Will support parents to help their child with home learning * Will support parents to help improve challenging behaviours in the home * Will welcome parents in to the school and involve them fully in their child’s education * Will listen to and act upon any concerns raised * Will ensure all children are listened to, treated kindly and respectfully * Will have high expectations of all children with regards to their learning and behaviour * Will strive to develop independence, resilience and a love of learning in all our children * Will strive to ensure children treat each other with kindness and respect |

**Home/School Code of Conduct**