



<b>Policy Name</b>	<b>PARENTAL CODE OF CONDUCT</b>
<b>Relevant To</b>	<b>Federation</b> <input checked="" type="checkbox"/> <b>Bidwell Brook Only</b> <input type="checkbox"/> <b>Ellen Tinkham Only</b> <input type="checkbox"/>
<b>Type of Policy</b>	<b>Model</b> <input type="checkbox"/> <b>School</b> <input checked="" type="checkbox"/>
<b>Name of Policy Holder</b>	<b>Nikki Burroughs</b>
<b>Subject/Department</b>	<b>Complaints</b>
<b>Approved By</b>	<b>Full Governing Body</b> <input type="checkbox"/> <b>CBT Governors</b> <input type="checkbox"/> <b>T&amp;L Governors</b> <input checked="" type="checkbox"/> <b>SLT</b> <input type="checkbox"/>
<b>Version Date (if applicable)</b>	<b>n/a</b>
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## PARENTAL CODE OF CONDUCT

The Learn to Live Federation genuinely appreciates the supportive and friendly community that surrounds our schools. Recognising the critical role that parents and carers play in the educational journey of students, we firmly believe that the collaboration between home and school is integral to fostering a positive learning environment. We invite and encourage parents and carers to engage deeply in the life of our schools, and we are committed to ensuring that these institutions remain safe havens in which all individuals can learn and work effectively. Should a parent or carer have any concerns, we pledge to listen with an open mind and act in a timely manner to address them.

The purpose of this Code of Conduct is to establish clear expectations and guidelines for behaviour amongst all members of the Learn to Live Federation community. We firmly believe that collaborative efforts will yield the best possible outcomes for our learners. To this end, we hold the following values at the forefront of our practices:

- Work in partnership with parents and carers to support children's learning;
- Create a safe, respectful, and inclusive environment for all learners, staff and parents;
- Model appropriate behaviour for our pupils at all times;
- Collaborate to achieve the best outcomes for our learners;
- Communicate openly and respectfully, particularly when challenges arise.

The scope of this Code of Conduct encompasses all parents, carers and visitors to our schools. By adhering to these guidelines, we can collectively foster a culture of respect, support, and collaboration.

We expect parents, carers, and other visitors to our school to uphold the following principles:

- Respect the ethos, vision, and values of our school;
- Understand that both teachers, parents and carers must collaborate for the benefit of our pupils;
- Treat all members of the school community with respect, thereby setting a positive example through their own conduct and language;
- Seek clarity by discussing a pupil's perspective with appropriate school staff, thereby fostering a co-operative approach to conflict resolution;
- Approach the right member of school staff to address any issues or concerns promptly.

Although we are confident that our parents and carers will uphold these standards, it is essential to delineate behaviours that are deemed unacceptable.

Such behaviours include, but are not limited to:

- Disruptive conduct that potentially interferes with the classroom, office or any other school area;
- Using loud, offensive language; shouting, swearing, or using any profane language; attempting to intimidate physically; using aggressive hand gestures; or displaying temper;
- Threatening harm to any member of the school community including staff, fellow parents and carers or pupils, irrespective of whether such actions constitute a criminal offence;
- Damaging or destroying school property;
- Sending abusive or threatening communications whether written, verbal, or via electronic media such as email, texts, or voicemail;

- Posting defamatory, offensive, or derogatory comments regarding the school or its community on social media platforms, including Facebook and WhatsApp;
- Displaying physical aggression towards another adult or child on school premises or communicating in a verbally hostile manner;
- Taking it upon oneself to discipline another person's child; rather, such behaviour incidents should be reported to a member of staff;
- Smoking or being under the influence of alcohol or drugs on school premises, except in instances where alcohol has been sanctioned for a specific event.

## **INAPPROPRIATE USE OF SOCIAL NETWORKING SITES**

The increased use of social media to express dissatisfaction towards schools, Headteachers, staff and even other parents or pupils is a pressing issue. Such behaviour is considered unacceptable by the Department for Education and the Governors of the Learn to Live Federation. Any concerns regarding the school or your child must be directed through the appropriate channels - namely, the Class Teacher, Head of School, Executive Head, or Chair of Governors. By following this process, concerns can be managed fairly and effectively.

## **LIBELLOUS OR DEFAMATORY POSTS**

Should any pupil or a parent or carer affiliated with the Learn to Live Federation post defamatory or libellous comments on social media, such actions will be reported to the respective site's abuse-reporting mechanism. All social media platforms have defined guidelines regarding acceptable content, and schools expect parents and carers to remove such comments immediately.

## **CYBER BULLYING**

The schools take allegations of cyber bullying extremely seriously. If a child or parent publicly humiliates another individual through inappropriate social media postings, this will be treated as a serious matter of bullying. Our approach will be consistent, and legal avenues will also be explored to address any misuse of social networking sites.

In the event of a breach of this Code of Conduct, the school will ensure a fair and thorough investigation, gathering information from those involved.

Depending on the severity and specifics of the incident, the school may follow the structured approach outlined below. However, in cases of serious incidents, certain steps may be omitted.

### **Step 1 - Verbal Warning**

The Head of School or a member of the Senior Leadership Team (SLT) will privately address the individual(s) involved. The discussion will emphasise the unacceptability of the behaviour in question, and an assurance will be sought that such conduct will not recur. If incidents of abusive or threatening communication arise, staff members reserve the right to end the conversation immediately, advising the parent of their course of action. In instances where staff encounter threatening behaviour during home visits, they will vacate the situation promptly, ensuring the child's safety is the priority.

Repetitions of these incidents will necessitate more significant actions. Should the Head of Site experience such abuse, the Executive Head will conduct this discussion.

### **Step 2 - Written Warning**

Should a second incident arise involving the same individual(s), the Executive Head will issue a written notification reiterating that the behaviour is unacceptable. Similar to Step 1, should the Executive Head have experienced the abuse, this correspondence will instead be conducted by the Chair of Governors or another appointed governor.

### **Step 3 - Final Written Warning**

Should a third incident occur, the Executive Head, Chair of Governors, or another appointed independent governor will issue a final written warning to the involved parties, clarifying that continued abusive and threatening behaviour will leave governors with no choice but to take further action.

### **Step 4 - Exclusion from School Premises**

In scenarios where incidents continue to reoccur, or if an initial incident is severe enough, the Chair of Governors or another appointed governor may enforce an exclusion from school premises, depending on the established protocols.

### **Step 5 - Removal by Police**

In instances where a decision to exclude an individual from school premises has been made and the individual continues to breach this order, they may be removed by the police under Section 547 of the Education Act 1996, and may be charged with an offence under the Public Order Act 1986.

Importantly, any parent or carer, regardless of their exclusion from school premises, retains the right to access educational services and may request a meeting with school staff to discuss their child's academic journey.

Our ultimate aim is to find peaceful, fair, and acceptable solutions to all conflicts and disagreements. In addressing any incidents, the school will always ensure that its response is proportional.

The Executive Head retains the authority to determine the response to breaches of this Code of Conduct, and it is expected that they will confer with the Chair of Governors before deciding to ban a parent from the school site.

In conclusion, the Learn to Live Federation remains committed to fostering an environment of cooperation, respect, and support for all members of our school community. By adhering to this Parental Code of Conduct, we can work together in a positive and effective manner to ensure that every learner achieves their fullest potential.