



The Shade Primary School

Code of Conduct for Parents & Carers

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Contents

1. Our school ethos.....	2
2. Purpose and scope.....	2
3. Our expectations of parents and carers.....	3
4. Behaviour that will not be tolerated.....	3
5. Breaching the code of conduct	4
6. Policy Links & Review.....	4
Appendix 1: Home-School Agreement.....	6

1. Our school ethos

**A love for learning is at the heart of the Shade Primary School.
*We are respectful, We are responsible, We are resilient, We are reflective
and we are ready to learn.***

We believe all children should be taught kindness, respect, empathy, compassion and resilience.

We nurture children within our school family to ensure they are happy, emotionally aware and ready to learn through a safe and secure environment.

We are an inclusive and diverse community. Children embrace their identity with opportunity to shine through a strong sense of belonging. We work together, take pride in our roots and celebrate our successes.

We nurture children's curiosity and aspirations ensuring children master the knowledge and skills needed to become lifelong learners.

We do this with pride, love and passion.

2. Purpose and scope

In line with our school ethos, we believe all members of the school community have a right to expect that their school is a safe place in which to work and learn.

Abuse, threatening behaviour or violence against school staff, or other members of the school community is unacceptable and will not be tolerated. Any incident will be treated seriously and a disruptive visitor may be banned from entering the school or even prosecuted.

Abuse, threatening behaviour or violence are not considered to be an acceptable part of any job, nor is it part of the duties of any employee to accept such behaviour. Throughout this document where the term 'visitor' is used it covers any abusive parent or visitor to the school and is not confined to adults.

In line with our 5Rs we strive to:

- Work in partnership with parents to support their child's learning
- Create a safe, respectful and inclusive environment for pupils, staff and parents
- Model appropriate behaviour for our pupils at all times

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes our staff through the Trust's HR policies including the Code of Conduct for All Adults and our pupils through our Positive Behaviour policy.

This code of conduct aims to help the school work together with parents by setting guidelines on appropriate behaviour. It should be read in conjunction with our Home-School Agreement (appendix 1).

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)

3. Our expectations of parents and carers

We expect parents, carers and other visitors to:

- Respect the ethos, vision and values of our school
- Work together with staff in the best interests of our pupils
- Treat all members of the school community with respect – setting a good example with speech and behaviour
- Seek a peaceful solution to all issues
- Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct
- Approach the right member of school staff to help resolve any issues of concern

4. Behaviour that will not be tolerated

- 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 school, its staff or any member of its community, on social media platforms
- Use of physical punishment against your child while on school premises

- Any aggressive behaviour (including verbally or in writing) towards another child or adult
- Disciplining another person's child – please bring any behaviour incidents to a member of staffs' attention
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- Possessing or taking drugs (including legal highs)
- Bringing dogs onto the school premises (other than guide dogs)

5. Breaching the code of conduct

If staff are faced with a situation where they feel a parent is not communicating with them in an acceptable manner they may;

- Remind the parent that their behaviour/actions will not be tolerated and unless the meeting can resume calmly and professionally it will be ended.
- Terminate the call or meeting
- Request a member of SLT is present for any future meetings
- Refer parent to another member of staff for future meetings

If the SLT 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
- Remove parents from Class Dojo
- Give parents a single point of contact to communicate with
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the Trust's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent from the school site as per the controlling access to school premises policy.

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

The Headteacher will consult the Executive Headteacher before banning a parent from the school site.

6. Policy Links & Review

This policy links to our:

- Anti-Bullying policy

- Controlling Access to School Premises policy
- Code of Conduct for All Adults
- Home-School Agreement
- Positive Behaviour policy
- Smoking policy
- Use of Mobile Phone and Other Smart Devices policy

This policy will be review in conjunction with the Home-School Agreement every three years. This may be brought forward as required by the School or Trust to reflect changes in supporting guidance.

Appendix 1: Home-School Agreement

The Shade Primary School	The Parents/Guardians	The Pupil
<p>We regard our partnership essential to the success of each child's individual development.</p> <p>The school will build a good relationship with parents and children by ensuring we:</p>	<p>We agree to support the school's policies and guidelines, and build a good relationship with the school by:</p>	<p>I agree to listen to my teachers and grown-u</p>
<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> • Contact parents if children are absent from school without reason. • Ensure children are safe in school. • Are available, by mutual arrangement, to discuss any concerns. • Communicate with families in an open and honest manner showing mutual respect. 	<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> • Ensuring that our child attends school regularly and arrives on time by 8.45am • Inform the school office as early as possible each day my child is absent. • Understanding that term time holidays affect the continuity of our child's education. • Informing the school of any concerns that may affect our child's learning and well-being. • Talk to staff in school about any queries or concerns, avoiding social media platforms to discuss matters arisen. • Be open and honest with members of staff. 	<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> • I will get organised for school and arrive at class on time (unless there is a very good reason) ready to learn. • I will never leave school premises without my parent or carer or their permission. • I will keep myself and others safe in school. • I will always tell the truth with other children and staff. • I will talk to adults at home and/or at school if I am worried about anything.
<p style="text-align: center;">Teaching & Learning</p> <ul style="list-style-type: none"> • Update Class Dojo to share class learning. • Regularly monitor and report on each child's progress and keep you informed about all relevant matters. • Share children's next steps for learning and levels of attainment and progress. 	<p style="text-align: center;">Teaching & Learning</p> <ul style="list-style-type: none"> • Read Class Dojo updates and messages. • Taking an interest in our child's progress at school, attending parent evenings and supporting extra-curricular activities. 	<p style="text-align: center;">Teaching & Learning</p> <ul style="list-style-type: none"> • Take responsibility for thinking about my steps/targets and discuss when I think I have met them. • I will talk to/ share with adults at home the things I do at school and be reflective about my learning and next steps.

<p style="text-align: center;">Attitudes to Learning & School</p> <ul style="list-style-type: none"> • Provide a safe, well ordered, welcoming and caring environment. • Create a happy learning environment in which we promote positive attitudes towards school and learning. • Help each child develop respect for moral values and understanding of individuals and cultures. • We actively promote the Key British Values- Democracy, Individual Liberty, Mutual Respect, The Rule of the Law and Tolerance of different faiths and beliefs. • Provide quality learning and teaching experiences in order for each child to reach their potential. • We recognise and celebrate differences in appearance, abilities and all protected characteristics. • Show and expect a mutual kindness and respect between adults and children. 	<p style="text-align: center;">Attitudes to Learning & School</p> <ul style="list-style-type: none"> • Promoting a positive attitude towards school and learning. • Support the school when necessary in dealing with any consequences given out to children. • Promote positive attitudes in recognising differences between our class, school, & local community as well as worldwide. • Treating all staff in school with kindness and respect. 	<p style="text-align: center;">Attitudes to Learning & School</p> <ul style="list-style-type: none"> • I am responsible for my behaviour and making good choices. • I will respect that everyone is different and show kindness to others whilst respecting the school rules and rule of the law. • I will be respectful to adults, my peers and property in school.
<p style="text-align: center;">Behaviour</p> <ul style="list-style-type: none"> • Give children consistently, clear boundaries and expectations of behaviour. • Create an ethos of celebrating positive behaviour and an understanding of consequences of actions. • Promote 'growth mindset' to embed positive learning attitudes. 	<p style="text-align: center;">Behaviour</p> <ul style="list-style-type: none"> • Reinforcing positive behaviour as outlined in the school's 'Behaviour Policy.' 	<p style="text-align: center;">Behaviour</p> <ul style="list-style-type: none"> • I will be respectful, polite, kind and helpful to others and take responsibility for my actions. • I will work hard to earn Class Dojo points to beat my personal best scores each week. • I will try my best to follow The Shade Primary School rules at all times.
<p style="text-align: center;">Uniform</p> <ul style="list-style-type: none"> • Provide school uniform at reasonable cost, offering best value. • Ensure lost property is collected centrally. • <u>Offer pre-loved uniform at very low cost.</u> 	<p style="text-align: center;">Uniform</p> <ul style="list-style-type: none"> • Ensuring our child is appropriately dressed in full school uniform, including footwear (all black), equipped and prepared for a day's activities. • Clearly name school uniform. • Understand that the wearing of jewellery is inappropriate for health and safety reasons 	<p style="text-align: center;">Uniform</p> <ul style="list-style-type: none"> • I will wear school uniform everyday. • I know that long hair needs to be tied up and I am not allowed to wear nail varnish or jewellery. • I will be responsible for my belongings in school and respect other people's property.

<p style="text-align: center;">Online Safety / Digital Safety</p> <ul style="list-style-type: none"> • Ensure children are aware of risks online and with digital technologies and the steps they can take to reduce these risks. • Ensure children are aware how to report any worries or concerns on and off line. • Yr 5 & 6 staff will lock away mobile phones & Smart watches to ensure they are safe and secure throughout the school day. 	<p style="text-align: center;">Online Safety / Digital Safety</p> <ul style="list-style-type: none"> • To support the school's online safety messages and promote an awareness of online safety at home. • To inform school of any safeguarding or online safety concerns or incidences. 	<p style="text-align: center;">Online Safety / Digital Safety</p> <ul style="list-style-type: none"> • I know I can talk to adults in school if I am worried about anything on or off line. • I will use digital technologies responsibly and show respect for others. • I know that as soon as I walk through the school gates my mobile phone should be switched off and handed to the class teacher.
<p style="text-align: center;">Home Learning</p> <ul style="list-style-type: none"> • Set relevant homework according to our homework policy and value completed work. • Encourage children to read for enjoyment and ensure that our reading expectations are clear in each year group. • Set homework enabling families to choose if they complete the homework on a weekend or weekday. 	<p style="text-align: center;">Home Learning</p> <ul style="list-style-type: none"> • Encouraging our child with homework and providing a good working environment at home. • Read regularly at home, sign reading records and comment on homework when relevant. • I will encourage my child to record in their reading record, completing tasks linking to VIPERS. 	<p style="text-align: center;">Home Learning</p> <ul style="list-style-type: none"> • I will try hard and be resilient with my work in class and at home. • I am responsible for my homework and will complete it at home and hand into my teacher on time. • I will read regularly at home to an adult or to myself. • KS2- I will record in my reading diary three times a week, completing tasks linking to VIPERS .