



LIFE Education Trust

## **PARENT & CARER CODE OF CONDUCT**

**We build great learning communities where children flourish**

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## **1. Purpose and Scope**

Our vision, values and priorities link together and give us a framework which we share with you as the goal is that your children flourish: they feel a sense of belonging, they achieve well and they contribute to society using their own unique gifts and skills.

Working in partnership with you is vital to make this happen so that we can do our job in educating your children. As professionals we want to maintain positive and amicable relationships with parents.

We set clear expectations and guidelines on behaviour for all members of our community. This includes our employees (through their code of conduct), our pupils (through our behaviour policy) and our governors and trustees (through the governor code of conduct).

This code of conduct aims to help our schools work together with you, our parents who are part of the wider school community, by setting guidelines on appropriate 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 code of conduct will be shared with parents by each of our schools at the start of each academic year and will form part of new parents’ induction information

## **2. Our expectations of parents and carers**

We expect parents, carers and all those who visit our schools to:

- Respect the vision, values and culture of our academies
- Work together collaboratively with teachers, leaders and other school employees in the best interests of our pupils
- Treat all members of the LIFE community with respect – setting a good example with speech and behaviour
- Calmly seek solutions to concerns and problems
- Manage and, if necessary, correct their own child’s behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct
- Be aware that we will direct parents to the right member of the school community to address concerns and this will not always be possible immediately

## **3. Behaviour that will not be tolerated**

- Disrupting, or threatening to disrupt, school operations (including events on school grounds and sports team matches)
- Swearing, insulting or offensive language
- Displaying a temper, or shouting at teachers, leaders, other employees, pupils or other parents
- Threatening any member of the school community
- Sending abusive messages to another member of the community, including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its employees or any member of its community, on social media platforms

- Behaving in a way that is not conducive to fostering an inclusive environment where everyone's unique perspectives are valued, and where we actively promote respect for diverse backgrounds, cultures, and identities
- 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 – any behaviour incidents should be brought to the attention of a teacher or school leader
- Smoking or drinking alcohol on school premises
- Possessing or taking drugs (including legal highs)
- Bringing dogs onto school premises (other than guide dogs or if specifically invited by the school)
- Behaving on or in the vicinity of the school site in a way that risks the safety of members of the school community

#### **4. Breaching the code of conduct**

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

Depending on the nature of the incident, we 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/principal
- Seek advice from the trust's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Contact the appropriate authorities (in cases of criminal behaviour)
- Ban the parent from the school site

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 who may consult with the trust leaders or legal advisors

The headteacher will consult with the CEO before banning a parent from the school site and will inform the Chair of the Local Governance Committee of any such decision. Variations such as restricting access to school employees or providing alternative forms of communication for events such as Parent/Teacher Consultations will be advised on a case-by-case basis if a ban has to be enforced. Any ban will be for a fixed period of time and will be reviewed during and at the end of the period. Bans may be extended with the consent of the CEO if necessary

#### **5. Vexatious and Unreasonable Requests**

Where a school feels that a parent or carer's requests are excessive, unreasonable or vexatious, the school will make this clear. If a parent or carer is asked to leave the school grounds, which are private property, by a member of senior staff, they must comply with this request immediately.

#### **6. Complaints**

If a parent or carer feels that they have been treated unfairly or they disagree with a decision of the school or have a concern about the school, they should use the Trust Complaints Policy in the first instance. This can be found on the LIFE website or can be requested from the Complaints Coordinator, Kathy Hardy, or by email at [khardy@lifeeducationtrust.com](mailto:khardy@lifeeducationtrust.com).

## **7. Equality Impact Assessment for Code of Conduct**

The purpose of this Equality Impact Assessment (EIA) is to evaluate the potential impact of the proposed code of conduct on different groups within the school community. We aim to ensure that our policies and practices promote fairness, inclusion, and respect for diverse backgrounds and identities

### **Equality Considerations**

We particularly focus on the following protected characteristics:

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

### **Other Relevant Factors**

In addition to the protected characteristics, we consider other factors such as full-time/part-time working, geographical location, language, and dependent care arrangements

Whilst investigating any perceived breaches and as part of the decision-making process in determine the outcome of any investigation, school employees will always consider the following:

- How the application of this code of conduct might impact different groups based on protected characteristics
- What measures can be taken to advance equality of opportunity and foster inclusion in formulating and applying the code of conduct
- How we can mitigate any negative impact on specific groups
- How we will monitor and evaluate the actual impact of the code of conduct, including identifying trends or patterns that might imply a disproportionate use with or effect on different groups

By conducting this EIA, we demonstrate our commitment to promoting equality, diversity, and inclusion within our academy community

Appendix 1: Model Letters  
Initial warning letter from the headteacher

Dear [Parent name]

I have received a report about your conduct on [time and date]

[Summary of incident, including location, and the effect on staff, pupils and other parents.]

If the incident is minor, add:

This behaviour is not in keeping with our Parent and Carer Code of Conduct. [Please find a copy attached to this letter.]

If the incident is more serious, identify other legal or civil concerns here

As written in our Parent and Carer Code of Conduct, we do not tolerate this kind of behaviour in our school.

We believe that all employees, pupils and parents are entitled to a safe respectful and inclusive environment, and that parents are as responsible for creating this environment as school employees.

Any further breaches of the Code of Conduct may result in a ban from the school premises.

If you want to invite the parent in for a meeting, add:

I'd like to invite you in to school on XXX to discuss this incident, and how we can work together to prevent similar issues in the future

Yours sincerely

Headteacher

Model letter banning a parent from the school site

Dear [Parent name]

I am writing to inform you that, after consultation with the school Chair of Governors and the Trust CEO, I am banning you from the school site until [date].

In an exceptional case, you can also choose to ban a parent permanently. In that case, amend the sentence above.

The reason for the ban is as follows: [include details of the incidents, including dates, locations and effects on staff/pupils/other parents for every relevant incident]

If relevant you can include the following: Despite previous correspondence and conversations about your conduct, there have been further breaches of our Parent and Carer Code of Conduct.

I appreciate that this is a decision that will have a serious and significant impact on you and have only made this decision after considering the evidence and the effect of your behaviour on the school community.

If you do not comply with the ban, I will arrange for you to be removed from the grounds and you may be prosecuted under Section 547 of the Education Act 1996.

If you would like to raise a complaint in relation to this decision, you can do so by using the Complaints Policy, which is available on our website.

Yours sincerely

Headteacher

Appendix 2 – Related Link

[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56)