CODE OF CONDUCT POLICY FOR PARENTS, RELATIVES, CARERS AND VISITORS

2026-30

ODBST Level 1 Statutory Policy:	**ALL** Schools require this policy with **no changes** allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, **except** where a school contact is required as identified in the content of the policy. LGBs will **note** adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	Safeguarding and Child Protection Policy
Committee responsible:	FRAPP
Approved by:	FRAPP
Date Approved:	
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1. Purpose and Scope

At the Oxford Diocesan Bucks Schools Trust (ODBST), we are committed to:

- Building strong partnerships with parents and carers to support each child's learning journey.
- Providing a safe, respectful, and inclusive environment for pupils/students, staff, parents, relatives, carers and visitors alike.
- Consistently modelling positive behaviour consistent with ODBST values to set a strong example for our pupils/students.
- To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff and pupils/students.

At all of the schools within the ODBST we are extremely fortunate the vast majority of parents, relatives, carers and visitors who visit and contact our settings are supportive and friendly, working in collaboration with the staff. Most recognise that educating and nurturing children effectively is a process that involves partnership between parents/carers, staff and the wider school community.

The purpose of this document is to provide a reminder to all parents, relatives, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding for the benefit of all our children.

2. Expected Standards of Conduct

As key adults in the lives of the children, we expect and require parents, relatives, carers and visitors to:

- Respect and model the caring ethos of our school whenever on school premises or when communicating directly with the school.
- Understand that school staff and parents need to work together for the benefit of all.
- Demonstrate that all members of the school community should be treated with tolerance and respect and therefore set a good example in their own speech, conduct and behaviour.
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful, amicable and appropriate solution to any issue.
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the correct member of school staff to help resolve any issues or concern.

Poor Conduct

In order to support a peaceful and safe school environment the school/Trust **<u>will not</u>** tolerate parents, relatives, carers and visitors exhibiting the following:

- Disturbing school staff and trying to speak to them whilst they are supervising children.
- Breaching school security procedures, e.g. entering school without using the buzzer system when another parent/visitor is leaving or entering.
- Attempts to gain entry to any part of the school in disregard of procedure or without permission and appropriate supervision.
- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper/aggression (perceived or otherwise).
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer, or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property or that belonging to any member of staff.
- Abusive, persistent, or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive, or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook, WhatsApp or other social media sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Headteacher/Head of School, or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- 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 the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, vaping and consumption of alcohol or drugs whilst on school property.

This is not an exhaustive list but seeks to provide illustrations of such behaviour. Whilst the use of such behaviour is unacceptable in all circumstances, the school is particularly concerned to protect its students from being exposed to such behaviour (whether or not directed at them).

Please note that the school site is private property, and there is no automatic right of entry or access. When entering the school site, you are doing so with the permission of the Senior Leadership Team (SLT), Trust (ODBST) and Local Governing Board. If this Code of Conduct is not adhered to, then the SLT, Trust and/or the Governing Board may make the decision to withdraw this permission, and if necessary, enforce if through legal action.

Inappropriate use of Social Media

Social media websites are being used increasingly to fuel campaigns and complaints against schools or to share inappropriate information, e.g. naming staff and/or children involved in incidences, sharing confidential information regarding an aspect of school life, making allegations or accusations or sharing false news. The ODBST considers the use of social media websites or Apps in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the leadership team or the Headteacher/Head of School, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/relative/carer (or any visitor) of a child/ren being educated by a Trust school is found to be posting libellous or defamatory comments on Facebook or other social network sites or apps, they will be reported to the appropriate 'report abuse' section of the network site and/or the Police. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare. We would expect that parents would make all persons responsible for collecting children aware of this policy.

3. Addressing Concerns Related to the Code of Conduct

If the school/Trust has concerns that a parent, relative, carer or visitor may have breached the code of conduct, it will gather information from those involved and have a respectful conversation with the parent or carer to discuss the incident.

Depending on the circumstances, the school may take the following steps:

- Issue a written reminder of the expectations set out in the code of conduct.
- Invite the parent or carer to meet with a senior staff member or the headteacher to address the concerns.
- Contact relevant authorities in cases involving potential criminal behaviour.
- Seek guidance regarding next steps if the conduct may be viewed as libellous or slanderous.
- Restrict as appropriate the parent's, relatives, carers or visitors access to the school site if necessary.

The school is committed to handling all concerns in a fair and proportional manner. The headteacher, Head of School or senior member of the ODBST leadership Team, and in consultation with the chair of governors, will make any final decisions regarding actions to be taken in response to breaches of the code of conduct.

4. Home-School Partnership	School will always	Home will always	Pupils will always
Being ready to teach **Being ready to learn**	• Provide an enriched curriculum which motivates with challenging learning activities. • Ensure that each pupil has the opportunities, support and guidance to achieve their full potential and become their confident, academic best. • Ensure a positive classroom culture for learning. • Meet and greet pupils at the start of each lesson. • Use regular assessment to track pupil progress	• Take an active interest in what my child is learning. • Support our school's education expectations. • Encourage my child to work hard and have a positive attitude to school and their learning. • Prepare my child for the day ahead by talking about their learning. • Attend parent evenings, events and meetings and share feedback with teachers. • My child has had breakfast and a drink at the start of each day before school.	• Have a positive attitude and come to school ready to learn. • Work hard in all lessons and present work neatly. • Enter classrooms quietly and calmly and know where to sit and have equipment out ready. • Get straight into learning on entering the classroom. • Listen, ask questions and engage in lessons – appreciate the strengths in other people's ideas. • Reflect on their achievements and improve their ideas. • Complete homework / preparation for the next day's lessons
Attending school every day **Being on time**	• Contact parents/carers on the first day of an unknown absence. • Contact and help parents whose children regularly miss school / arrive late for school	• Ensure that my child attends school every day and on time. • Always tell the school as soon as possible about any absence and the reason for it. • Make sure that any missed work has been caught up. • Adhere to not taking children on holiday during term time	• Attend school every day in the correct uniform • Attend and arrive on time • Start lessons on time every day
Being great role models in school, at home and in our communities	• Ensure our behaviour policy creates a safe and caring environment. • Treat everyone with respect • Make sure that all staff, pupils and parents know our expectations for behaviour. • Consistently implement behaviour policy rewards and sanctions • Teach British values	• Give praise at home for a positive attitude at school and starting each school day ready to learn. • Work with the school to find the best solutions in cases of unacceptable behaviour. • Support the school's disciplinary decisions. • Support the school's teaching of British values	• Be an ambassador for our school and in our community. • Treat all people respectfully, in a manner appropriate to their culture. • Respect and uphold British values. • Understand the importance of learning from mistakes and building up intellectual and emotional resilience. • Keep to school and class rules. • Take pride in their school environment
Working hard at home Embracing new life experiences at school	• Keep parents informed about homework. • Provide materials and practical advice on how to support homework. • Provide practical advice on how to support reading at home. • Provide a range of helpful study support activities. • Provide a host of valuable, extra-curricular enrichment opportunities to help pupils broaden their experiences	• Encourage my child in their homework. • Give my child the time and quiet space for their homework and to make sure it is completed. • Encourage my child to read every day and encourage the reading of books from the schools reading list. • Encourage my child to participate in enrichment opportunities • Allow my child to attend off-site visits as part of their learning experience	• Complete all homework set and return it to school on time. • Read every day. • Take part in my school's enrichment opportunities.
Important conversations **Staying in touch**	• Make sure parents have timely information about their child's progress, behaviour and school matters. • Make sure that parents are informed about what their child is learning. • Make sure they listen to parents' and carers' concerns and do their best to help	• Tell school about anything that may affect my child's learning or behaviour. • Attend parent evenings and school events. • Raise concerns promptly and directly with the school. • Sign up and use the school apps where available to keep regularly updated on my child's progress and school news	• Take letters, notes and reports home and give them to my parents/carers. • Talk with my parents and teachers about any worries in school. • Tell a teacher if there is anything that may be affecting my behaviour and know where to seek support.
Having pride in our appearance **Being ready for school**	• Check your child's uniform and equipment daily.	• Make sure my child wears the correct school uniform to the school's standards • Make sure that my child arrives at school with the correct equipment and books. • Support the confiscation of banned items e.g. mobile phones	• Wear the correct school uniform every day with pride and to our school's standards. • Come to school with the correct equipment and books