


# Parent code of conduct

Raise Education and Wellbeing Social Emotional Mental Health (SEMH) School and Sixth Form College



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<b>Approved:</b>	Jason Steele 
<b>Lead:</b>	Jason Steele

## Ethos

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotionally available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (Department for Education [DfE] 2021). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people, and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge, and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

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### 1. Purpose and scope

At Raise Education and Wellbeing School (REWS) we believe it is important to:

- Build cooperative and positive relationships and 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 out our clear expectations and issue guidelines on appropriate behaviour for all members of our community. This includes staff (through the staff code of conduct) and pupils (through our behaviour policy).

Within this policy the term 'parents' refers to:

- Anyone with parental responsibility for a pupil
- Anyone caring for a child (such as grandparents or child-minders)

### 2. Our expectations of parents

We expect parents and other visitors to:

- Adhere to the Home-School Communication Policy.
- Respect the ethos, vision, and values of our school.
- Work collaboratively with staff in the best interests of pupils.
- Approach the appropriate member of school staff to help resolve any issues of concern.
- Seek a peaceful solution to any issues of concern.
- Treat all members of the school community with respect, including setting a good example through speech and behaviour.
- Consistently correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct.

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

- › Disruption, or threat to disrupt, school operations (including events in the school grounds and sports team matches)
- › Swearing, or using offensive language
- › Displaying anger, 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 staff's 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/registered support dogs)

### 4. Breaching the code of conduct

If the school 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 Deputy Principal.
- › Contact the appropriate authorities (in cases of criminal behaviour).
- › Seek advice from our legal team regarding further action (including cases of defamation against the school or school personnel).
- › Prohibit the parent from attending the school sites.

The school is committed to responding to all incidents in a proportional manner.

Co-operative relationships with parents are vital to us and our primary focus of enabling children and young people to thrive. We will therefore, wherever possible, work hard to exhaust all restorative conflict resolution options.

Where these approaches have not succeeded, the Deputy Principal may decide to prohibit a parent from our school community sites. This action will be as a last resort. To reflect the serious nature of such a course of action, the Deputy Principal will consult the chair of governors before making the final decision.