



Poole High School
VALUE • INSPIRE • EMPOWER

Parental Partnership and Code of Conduct Policy

Staff Link:	Mr P Gray	Date:	December 2023
Governor Link:	Mr J Hart	First Review:	December 2023
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Introduction

The vast majority of our parents and carers will never need to read or refer to this document. They already model: civilised behaviour; a high level of self-regulation; demonstrate both self-respect and respect for others in their thinking, behaviour and choice of language. They choose to work in partnership with the school and appreciate that for their child to have absolutely disruption-free learning in every class, every day throughout the year, certain values and expectations need to be sacrosanct. They share the value we place upon clear and consistent boundaries. They appreciate the necessity for consistency in behavioural expectations of students; they interact with school staff starting from a presumed respect for the professional experience and authority of support staff and teachers. They fully accept that in choosing Poole High School, the expectations outlined in our policies and procedures are not negotiable. The implementation of these are supported fully and the reasons for our expectations are reinforced at home.

The context which has given rise to this policy is reflected in a comment by His Majesty's Chief Inspector of Schools, Amanda Spielman (Nov 2023). She referred to the fact that for "a small but significant proportion of families across the country, the social contract between school and home is broken". In other words, in our context there is a small but significant number of parents who do not meet the profile of the large majority. As a consequence, a significant amount of staff time is spent engaging in matters which undermine the school's capacity to work well, instead of allowing us to put our effort into ensuring that all children thrive.

This policy is therefore written to be used as a point of reference from which to educate and inform those parents. The directness of the language is deliberately chosen to command attention and reflection from parents who do not initially share a partnership mindset. It is intended to provide the basis from which a less polemical and more collaborative understanding of parental partnership can be developed, without compromising the high performance and core purpose of the school.

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1. Purpose and scope

At Poole High School, we believe it's important to:

- Work in partnership with parents to support their child's learning
- Create a safe, respectful and inclusive environment for pupils, staff and parents
- Ensure that leaders in the school are able to determine the best use of staff time to respond best to students' needs
- Teach positive behaviours to children

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and pupils (through our behaviour policy).

This code of conduct aims to help the school work together with parents by setting guidelines on appropriate parental 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)

2. Our expectations of parents and carers

We expect parents to:

- Actively participate in supporting the school's success by ensuring children respond best to clear and consistent boundaries
- Remember that in choosing the school, the schools' policies and procedures are not "an optional extra". The school determines how these are implemented.
- Understand that the law is clear. The school decides on detentions. Parental support is preferred. The school does not require your approval
- Respect the ethos, vision and values of our school - treating all members of the school community with respect – setting a good example with speech and behaviour
- Work together with staff in the best interests of our pupils as determined by the school
- Support the school's responsiveness to pupils' needs by following the advice on the best modes of communication (e-systems/ telephone).
- Seek a peaceful solution to all issues
- Show parental responsibility – consistently correcting their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct

- Show emotional intelligence by avoiding the assumption that a child's recollection of events is infallible. Also, refrain from automatically equating the professional account of events from teachers with that of a child, recognising the authority, professionalism, experience, and emotional intelligence teachers and pastoral officers bring to accurately read, recall, and interpret situations
- Respect the fact that while human, teachers/ pastoral officers have the authority, professionalism, experience and emotional intelligence to read, recall and interpret a situation with a high level of accuracy
- Be aware that the school will exercise its legal responsibility to refer matters to appropriate agencies as it sees fit – e.g. the police, social care, health services
- Actively engage in regularly monitoring of pupils' mobile phone and computer/ device activity
- Understand and commit to consistently encouraging healthy learning habits regarding homework, wider reading and responding to feedback from school.
- Commit to healthy social and emotional development for their child with respectful and appropriate behaviours. These include safeguarding your child - knowing they are not in a situation or company which may heighten their risk and cause distraction from learning; managing social time and contact; prioritising healthy dietary, exercise and sleep habits to support their cognitive and interpersonal development as learners.
- Demonstrate a consistent commitment to uphold the basic expectations of the school – attending parents' meetings; checking the planner and engaging in constructive conversations about learning; reinforcing expectations about homework; sharing the 98% + attendance expectation; supporting the school when detentions are issued and changing after school commitments to prioritise these; supporting uniform and equipment expectations; communicating the urgent importance of habitual punctuality to school.

3. Behaviour that will not be tolerated

- Any behaviour which a member of the school community perceives as intimidatory, aggressive or undermining
- Any behaviour which represents a significant shortfall in our expectations (refer to School Planner)
- 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
- Any aggressive behaviour (including verbally or in writing) towards another child or adult
- Any communication which is repetitive or excessively demanding with the potential to be regarded as vexatious
- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- Smoking or vaping on the school site – including in cars
- Drinking alcohol on the school premises or under the influence of, or in possession of alcohol or other source of intoxication including drugs or 'legal highs'.
- Bringing dogs onto the school premises (other than guide 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 headteacher
- Contact the appropriate authorities (e.g. in cases of criminal behaviour)
- Seek advice from legal services regarding further action (e.g. in cases of conduct that may be libellous or slanderous)
- Ban the parent from the school site
- Place constraints upon communication (e.g. limiting contact to a fixed number of emails to a restricted email address; blocking access from specific telephone numbers)

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

The headteacher will inform governors when banning a parent from the school site and will involve governors in the review of that decision.