

WOODSIDE
ACADEMY



Parent, Carer & Visitor Code of Conduct & Communication Policy

February 2023

AIMS and PURPOSE of the Policy

Day to day access to a school is within the control of the Head Teacher. Parents, carers and visitors are granted 'limited licence' to visit the grounds and buildings of the school.

The continued success of our school community is based on a commitment to ensuring the best possible outcomes for all our children. We recognise the importance of working in partnership with parents and carers in order to achieve this, and endeavour to foster positive relationships which are based on trust and mutual respect.

We welcome communication from parents and carers – please see guidance below.

The vast majority of the parents and carers are keen to work with us and are supportive of the school's work. If a parent or carer has concerns we will always listen and seek to address them.

At Woodside Academy we are committed to:

- Listening to parents carefully and respectfully, including allocating an appropriate length of time for pre-arranged meetings
- Responding appropriately to concerns raised
- Outlining any actions that may be required
- Updating parents and carers on progress and outcomes of the concern
- Listening and responding to updates from parents and carers

At Woodside Academy we expect parents and carers to:

- Communicate their concern respectfully and accurately
- Listen to and consider the responses from the school
- Work in partnership with the school in order to reach a resolution, including supporting the Woodside Academy Behaviour Policy
- Allow time for the school to respond to concerns (3 – 5 working days)
- Acknowledge past support and intervention made by the school

Parents and carers should not make allegations against staff or the school or bring the school into disrepute on social media sites.

A failure to keep to the above standards is likely to limit the school's ability to respond effectively to concerns.

Parents and carers are not permitted to discipline a child who is not their own. They must seek support from a member of staff. Parents or carers who take matters into their own hands may be subject to safeguarding action being taken against them by the school or by the parent(s) of the child involved.

HOME SCHOOL AGREEMENT

At the beginning of each academic year Parents and carers are asked to sign the Home School Agreement which sets out expectations of conduct for pupils, parents and carers and staff at the school. Parents and carers are asked to abide by this agreement at all times.

COMMUNICATION BETWEEN HOME AND SCHOOL

If your query is to do with your child's learning, then your first point of contact is the Class Teacher via the contact book or office email account.

If you have a concern about your child, then please inform the school as soon as possible to make us aware of the issue. Please be assured that we will listen and follow up on your concern. Please also bear in mind that this takes time.

Teachers are not available to speak with you or to meet without an appointment as they must prioritise their class and teaching responsibilities. For general queries or requests for more support, the Pastoral Support Worker, Miss Avery is also available.

1. Contact Book

Your child will be issued with a contact book which is a two way means of communication between parent/carer and teaching staff. Please use this book to relay any information you think we need to know or which would help your child in school. Please check the book daily for messages and feedback from the class teacher.

2. Email

You can contact the school office via email at office@woodside.lseat.org.uk. This mailbox is monitored between 8am-4pm Monday-Friday, term time.

3. Telephone

The school office can be contacted on 01322 350 123 between 8am-4.20pm Monday to Friday where a message can be taken by a member of office staff.

4. Correspondence

Letters/information/newsletters and forms will be sent home via Parentmail. Once you have provided us with your email address, you will receive an invite to join parentmail via SMS and email. Please do accept this invite to set up a parentmail account and ensure you read and/or respond to any correspondence sent via this method.

5. Complaints

If you wish to make a complaint then please refer to the complaints policy. Our approach to complaints is always to seek resolution through cooperation. The complaints policy should be seen as a tool to help guide both parties through this process.

TYPES OF UNACCEPTABLE BEHAVIOUR

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour or disorderly conduct which interferes or threatens to interfere with the running of a meeting, classroom, office or any other area of the school grounds
- Use of loud/or offensive language (in person/by email/by telephone) including shouting, swearing, using profane language, attempting to physically intimidate, use of aggressive hand gestures or displaying temper
- Threatening to harm a member of school staff, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence
- Damaging or destroying school property
- A breach of the school's drive through and parking Code of Conduct
- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications
- Defamation of the school or staff character on Facebook or other social networking sites
- 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 their actions towards your own children
- Smoking and consumption of alcohol or illegal drugs on school premises

- Dogs being brought on to school premises with the exception of the assistance dog, Mr Bramble.

STEPS TO BE TAKEN IN THE EVENT OF UNACCEPTABLE BEHAVIOUR

STEP 1: VERBAL WARNING

The Head of School (or member of SLT) will speak to the person or persons perpetrating such an incident, privately. It will be put to them that such behaviour is unacceptable and an assurance will be sought that such an incident will not be repeated. It will be stressed on this occasion that repetition of such an incident will result in further more serious action being taken. If the headteacher has been subject to abuse this will be done by the Chair of Governors (or another appointed governor). If any such incident occurs near to or within school holidays, weekends or out of reasonable hours, the Chair of Governors (or another appointed governor) will write to the person or persons highlighting the incident and any relevant particulars.

STEP 2: WRITTEN WARNING

If a second incident occurs involving the same person or persons, the headteacher will write to the adult(s) informing them once again that this conduct is unacceptable. As with Step 1, if the headteacher has been subject to abuse this will be done by the Chair of Governors or other appointed governor. At any stage, the school may report serious incidents of abusive and threatening behaviour to the Local Authority. The school has a statutory responsibility to report any racist or discriminatory incidents to the Local Authority (See Equality Policy). Any act of actual or threatened violence will be referred to the police immediately.

STEP 3: EXCLUSION FROM SCHOOL PREMISES

If such an incident recurs or if an initial incident is considered serious enough, the Chair of Governors (or other appointed governor) will enforce an exclusion from school premises.

STEP 4: REMOVAL BY POLICE

If, following a decision to exclude a person from the school premises, that person persists in entering school premises, they may be removed by the police as a trespasser under Section 547 of the Education Act 1996 and charged with an offence under the Public Order Act 1986.

All parents, even if excluded from school premises, are not excluded from the rights to access to school and have a right to seek an appointment to speak to school staff about their child's educational progress.