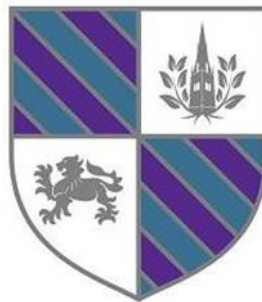




DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST



Code of Conduct

Parents, Carers and Visitors

Policy:	Code of Conduct for Parents, Carers and Visitors
Approved by:	SNMAT Board of Directors
Date:	March 2023
Review cycle:	3 years

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
1	March 2023	CM	New Policy

Vision

Developing people of good character who achieve excellence and make a positive contribution to their communities.

Mission

Our mission is to ensure that:

- students develop the knowledge, skills and character to live happy, healthy and successful lives
- all are included and work hard to fulfil their potential regardless of background or starting point
- student choices are not limited by self-belief, opportunity or circumstance.

This can be achieved at Magnus through world class learning, high expectations and through encouraging personal, moral and spiritual development within a Christian framework.

All our work will be underpinned and driven by the following core values:

- Determination
 - Have the courage to work hard and keep going with a relentless drive to achieve excellence.

“Run in such a way that you may win” 1 Corin 9 v 24
- Integrity
 - Have the strength of character to choose honesty and truth at all times and be accountable for our actions.

“ We are taking pains to do what is right not only in the eyes of the Lord but also in the eyes of man” 2 Corin 8 v21
- Ambition
 - Have the belief and drive to succeed, placing no limits on what can be achieved

“ I can do all things through Christ who strengthens me” Phillips 4 v 13
- Humility
 - Recognise and respect the value of everyone and celebrate success together.

**“Be completely humble and gentle; be patient, bearing with one another in love”
Ephesians 4v2**
- Compassion
 - Comfort and support all those in need and offer grace to all in our community.

**“Be like minded, be sympathetic, love one another, be compassionate and humble” 1
Peter 3 v 8**

SNMAT Code of Conduct for Parents, Carers and Visitors

1. Core Principles:

- All staff at SNMAT partner academies have the right to work without fear of aggression, abuse, defamation or being subject to unsubstantiated allegations.
- Leaders have the right to prioritise the core work of delivering high quality learning over dealing with unreasonable, vexatious or persistent complainants.
- Parents and carers have the right to appropriately and respectfully challenge actions or decisions where they believe there to be a secure and sound cause for concern.

2. Purpose and context

- The purpose of this code of conduct is to clearly define the expectations around the conduct of all parents, carers and visitors connected to SNMAT partner academies.
- Parents and carers are hugely valued partners in the work that academies do.
- The overwhelming majority of parents and carers similarly value all members of staff.
- A very small number of parents and carers subject members of staff to aggressive, abusive and inappropriate behaviours.
- An equally small number of parents and carers make allegations that are unfounded, misleading or vexatious.
- The behaviours cited in section 5 (Code of Conduct: unacceptable behaviours) derive from the experiences of members of staff across the Trust. All partner academies within SNMAT have experienced some, or all, of the examples cited.

3. Core Statements

- SNMAT does not tolerate any breach of this code of conduct.
- Where a breach is inadvertent, minor or the result of a vexatious allegation by any stakeholder, the headteacher will seek to resolve the issue informally.
- Where breaches occur, we will act swiftly to protect staff from any future repetition.

4. Code of Conduct: expectations

Without exception, parents, carers and visitors are expected to:

- a) Act in accordance with this code of conduct at all times.
- b) Support and reflect the school's ethos and values through their behaviour.
- c) Set a good example to pupils through their behaviour and the way they interact with staff, pupils and other adults.
- d) Work together with staff for the benefit of their child.
- e) Working with the school to resolve associated problems.
- f) Treat all governors, staff members, pupils, other parents and any other individuals connected to the school with dignity and respect.
- g) Work respectfully with staff members to resolve any issues of concern.
- h) Where appropriate, clarify their child's version of events with members of staff in advance of raising concerns with senior leaders.
- i) Correct their child's behaviour appropriately, particularly on the school grounds where it could otherwise lead to conflict or aggressive or unsafe behaviour.
- j) Respect the school's property and environment by keeping it clean and tidy.
- k) Follow the school's parking rules and procedures for dropping-off and collecting pupils from school.
- l) Dress in an appropriate manner when on the school premises and attending school events. Be mindful of setting a good example for pupils.

5. Code of Conduct: unacceptable behaviours

Without exception, the following behaviours will not be tolerated:

- a) Aggression* of any form: verbal, behavioural, written, physical or threat thereof.
- b) Abuse** of any form: verbal, behavioural, written, physical or threat thereof.
- c) Making misleading, unfounded or vexatious allegations in any form: written, verbal, text, voicemail or on a social media platform.
- d) Discrimination*** in any form.
- e) Defamation in any form: written, verbal, text, voicemail or on a social media platform.
- f) Contacting other parents and providing them with false and/or misleading information.
- g) Providing children with false and/or misleading information.
- h) Breaching security procedures.
- i) Disruptive behaviour which interferes or threatens to interfere with any of our partner academies normal operation or activities.
- j) Using loud, abusive or offensive language or displaying temper
- k) Causing intentional damage to school property
- l) 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)
- m) Smoking, taking illegal drugs or the consumption of alcohol on school premises. (Alcohol may only be consumed during authorised events)
- n) Domestic pets being brought on to the school premises (other than guide dogs or authorised dogs, i.e. pet therapy dog)

* Aggression is here defined as a type of behaviour intended to produce injury, harm, fear or offence.

** Abuse is here defined as being when someone causes harm or distress. It can take many forms, ranging from disrespect to causing someone physical or mental pain.

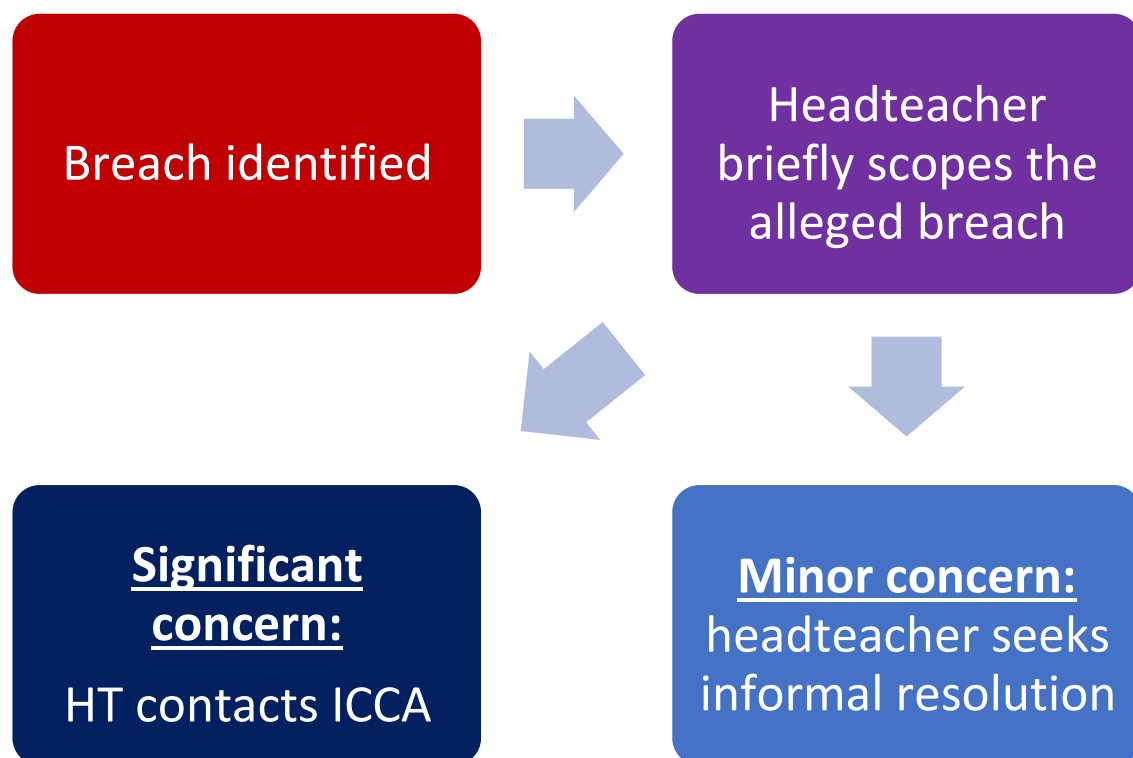
*** Discrimination is here defined as to exclude, disadvantage, harass, bully, humiliate or degrade someone because of their protected characteristics (age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

6. Consequences of breaching the code of conduct

Without exception, a breach of the code of conduct will result in a response which will protect members of the academy community from being subject to future breaches.

Where a potential breach is identified, the headteacher undertakes an initial scoping activity to identify if an informal solution is appropriate (where the potential breach is minor, inadvertent or the result of a vexatious allegation from any stakeholder). If the headteacher considers the breach to be significant, SNMAT's Independent Complaints and Code Advisor (ICCA) is contacted. The ICCA will investigate the breach and identify an appropriate response.

The flowchart below outlines the basic process:



The responses that will be considered include, but are not limited to:

- a) Barring the parent, carer or visitor from the school premises with immediate effect. Academies can bar someone from the premises if they feel that their aggressive, abusive or insulting behaviour or language is a risk to staff or pupils. It is enough for a member of staff or a pupil to feel threatened.
- b) Restricting channels of communication. This may include removal of contact via email, telephone calls, texts or other channels of communication to be sent directly to staff
- c) Contacting the police and reporting the behaviour.
- d) Seeking legal redress through the courts.
- e) Reporting online content and the individual concerned to the website's admin.
- f) Making a referral to social care where behaviour indicates that there is a potential risk to children or other adults.
- g) Meeting the Headteacher.
- h) Meeting with any other member of staff as appropriate.