

Expectations of Parents Policy

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Monitoring:	Trust Board
Related Policies	Complaints Policy Safeguarding Policy
Where is this policy published?	School websites

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1 Policy at a glance

1.1 Key Points:

- Purpose: Outlines expectations for parent behaviour at Thrive Cooperative Learning Trust schools;
- Scope: Applies to parents, carers, and professionals involved with the school;
- Aims: Foster a respectful and open environment, promote a three-way partnership between pupils, parents, and professionals, and address unacceptable parental behaviour;
- Roles and Responsibilities: Encourages parental involvement, highlights the importance of treating everyone with respect, and outlines the school's commitment to open communication;
- Expectations: Sets forth specific expectations for parents, including respecting the school's policies, treating others with dignity, communicating effectively, and avoiding disruptive behaviour;
- Consequences: Details the actions the school may take if expectations are not met, ranging from informal conversations to more serious measures like barring individuals from the school premises;
- Barring from School Premises: Outlines the process for barring individuals from the school grounds, including the right to appeal and the potential involvement of the Civil Court.

1.2 Overall, the policy aims to create a positive and supportive learning environment for pupils by establishing clear guidelines for parental behaviour.

2 Summary of this policy

Schools will use the summary document below which is intended to be a user friendly way of summarising this policy.

Thrive Co-operative Learning Trust

Parents and Carers and Staff Charter

Thrive Trust values respect, openness and care for all - staff, students, parents and carers. These align with Thrive Charter's core principles. By fostering collaboration and mutual respect through patience, honesty, humility and forgiveness, we build healthy relationships and ensure everyone feels valued.

This charter outlines key responsibilities for a positive and productive school community...

Responsibilities				
Parent/Carer Respectful Environment Open communication relies on mutual respect. Treat all staff with courtesy, avoiding offensive language and behaviour. State your concerns calmly. Active Participation Your involvement is crucial. Participate in school life, surveys and meetings. Working together creates the best environment for your child. Positive Behaviour We all play a role. Reinforce positive school expectations at home and discourage negativity and disruption. Clear Communication Open communication is key. In the first instance, promptly raise concerns directly with staff in a sensible way. We are here to listen and work together with you. Following School Policies Follow our policies linked to pupil absence and use our communication channels that aim to provide a better experience. Positive School Image We all want the best for Thrive pupils. Do not post negative comments on social media.	Staff Welcoming Environment We aim to create a community where everyone feels respected and valued. This includes open communication with parents and carers and ensuring that they feel comfortable raising concerns. Respectful Communication We understand the importance of clear and respectful communication. We listen attentively and we address parents and carers questions promptly and professionally. We explain our decisions clearly. Valuing Feedback A parent and carers voice matters - we actively encourage their participation, value feedback and will consider their input in decision-making wherever possible. Positive Partnership We are committed to working collaboratively to ensure each child flourishes at Thrive. We aim to build a strong and positive relationship with parents and carers so that each child thrives.			
Unacceptable Behaviour We believe mutual respect can help resolve most concerns. However, in cases of unacceptable behaviour the school may take further action, including: <table border="1"><tr><td>Restricting access to the school site.</td><td>Limiting communication channels</td><td>Reporting any abuse to the social media provider.</td></tr></table> Aggressive or abusive behaviour will not be tolerated. A positive and respectful school benefits everyone. By working together and upholding Thrive's values, we can achieve a successful learning community for all.	Restricting access to the school site.	Limiting communication channels	Reporting any abuse to the social media provider.	Our 'Expectations of Parents Policy' can be found here:  
Restricting access to the school site.	Limiting communication channels	Reporting any abuse to the social media provider.		

3 Introduction and definitions

- 3.1 Prior to final approval by the Trust Board, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed. This policy outlines conduct expectations for parents and carers in our school.
- 3.2 When using the term 'parents' we mean:
- anyone with parental responsibility for a pupil;
 - anyone caring for a pupil (such as grandparents or child-minders);
- 3.3 When using the term 'professionals' we mean anyone employed by Thrive Cooperative Learning Trust or those working as a Member, Trustee, Governor or any other voluntary capacity.
- 3.4 When using the term 'pupils' we mean any child on the roll of a Thrive school.

4 Aims

- 4.1 The school is committed to delivering the very best education possible and enabling pupils to grow in character. To achieve this we commit to working in a three-way partnership - pupils, parents and professionals.
- 4.2 We want all our schools to be places of mutual respect and openness.
- 4.3 This policy aims to give guidance to pupils, professionals and parents about the expectations we have of parents and how we will approach parental behaviour that is unacceptable.

5 Roles and responsibilities

- 5.1 Thrive schools are places that value the contribution of parents. We ensure that all parents are:
- given the space to be heard;
 - given opportunities to have their voice heard and express their opinions;
 - given an assurance that their opinions will be expressed to the right decision-makers;
 - given feedback once their opinions have been considered.
- 5.2 Parents are actively encouraged to take part in the annual parent survey (Autumn Term) and to approach the school with their feedback and concerns at the earliest available opportunity.
- 5.3 We all have a responsibility to ensure that we treat people with respect, openness and care and to follow the Thrive Charter.
- 5.4 To create and maintain healthy, open relationships and to ensure we remain committed to treating people fairly, we seek to intentionally focus on being patient, honest, humble and forgiving.

6 Policy statement

6.1 Expectations

- Expectations for professionals' behaviour are set out in the Staff Code of Conduct.

- Expectations for pupil behaviour are set out in the school's Behaviour and Discipline Policy.
- Expectations for parent behaviour are set out in this document.

6.2 Expectations of Parents

These are:

- to respect the Thrive Charter;
- to be tolerant of each other's views, beliefs and opinions and to be accepting of differences of opinion;
- to treat all members of the school as you would want to be treated yourself and recognise that they are professionals in their place of work.;
- to approach the school and speak to staff to help resolve any issues that arise;
- to adhere to the school's definition of bullying... STOP = **Several Times On Purpose** (appendix 1);
- to clarify a child's version of events alongside the school's view, before taking any further action;
- to support us in promoting good behaviour at all times and to discourage aggressive or unsafe behaviour as a way of resolving conflict;
- not to interfere, or threaten to interfere, with any of the school's operations or activities;
- not to approach another parent or pupil to reprimand them because of an issue between pupils to talk to a member of school staff to resolve any problems;
- to speak calmly, as you would want to be spoken to;
- not to use offensive, threatening or abusive language;
- not to use intimidating physical or verbal behaviour towards staff or children, including your own;
- to have a period of reflection before pressing send on an email, or telephoning a member of staff, to ensure that your behaviour is not abusive or threatening;
- to work with the staff to promote the school positively and to avoid defamatory, offensive or derogatory comments regarding the school or any of the students/parents/carers/staff at the school on social media and to delete any comments on request;
- not to make an electronic recording of meetings or conversations unless a parent's disability or additional needs require this, and permission is granted before meetings or conversations take place;
- not to damage or destroy school property;
- to attend meetings in school wearing appropriate clothing;
- not to smoke, vape, consume alcohol or illegal drugs on the school site;
- not to bring a dog onto the school site without prior agreement - except for registered assistance dogs;
- to drive safely in the vicinity of the school;
- not to take photographs on the school site without permission from the school.

6.3 When expectations are not met

- Where the above expectations are not upheld, the school's initial response will involve a conversation with the parent.
- Generally, we expect and hope that this conversation will be sufficient to reinforce our expectations. However, where this does not resolve the issue, the school may have to regretfully consider further action, including:
 - Expressing concerns in a letter to parents, including warnings of further action that will be taken if parents continue to act inappropriately
 - barring from the school site for a fixed time (see '[Controlling access to school premises](#)');
 - contacting the Police and/or seeking legal redress through the courts;
 - restricting channels of communication to the school (e.g. no longer allowed to email staff directly);

- reporting unacceptable behaviour to the Compliance Team of social media platforms, if any parent is found to be posting defamatory comments (including comments that reference a person's protected characteristics (Equality Act -2010) on social media they will be reported to the appropriate 'report abuse' section of the network site Referral to Social Care should the behaviour that the parent may also be unsafe around children.

6.4 When barred from the school premises

6.4.1 The public has no automatic right of entry to our school. If a parent's behaviour is a cause for concern, the school can ask them to leave the school premises. In serious cases, the Headteacher can notify them in writing that their implied licence to be on the school premises has been temporarily revoked subject to any representations that the parent may wish to make to the Headteacher. The school should always give the parent the opportunity to formally express their views in writing on the decision to bar.

6.4.2 During the barring period, all contact should go through the Headteacher's PA or a named member of staff either by email or telephone.

6.4.3 The Headteacher's decision to bar should be reviewed by the Executive Headteacher. They should take into account any representations made by the individual and decide whether to either confirm or lift the bar. If the decision is confirmed, the individual should be notified in writing, explaining:

- how long the bar will be in place;
- when the decision will be reviewed.

6.4.4 Once the school's appeal process has been completed, individuals may be able to apply to the Civil Court. Individuals wishing to exercise this option should seek independent legal advice. Any ban should be reviewed at the end of the agreed timescale as outlined above. The Department for Education's information [Controlling access to school premises](#) provides more guidance.

Our definition
of **bullying** is...



VERBAL	SEVERAL TIMES ON PURPOSE						PHYSICAL
PHYSICAL	SEVERAL TIMES ON PURPOSE						CYBER
CYBER	PHYSICAL	VERBAL	SOCIAL	CYBER	PHYSICAL	VERBAL	SOCIAL
VERBAL	SOCIAL	CYBER	PHYSICAL	VERBAL	SOCIAL	CYBER	PHYSICAL
PHYSICAL	VERBAL	SOCIAL	CYBER	PHYSICAL	VERBAL	SOCIAL	CYBER
CYBER	PHYSICAL	VERBAL	SOCIAL	CYBER	PHYSICAL	VERBAL	SOCIAL