

Code of Conduct for Parents

Approved by:
AIMS Committee

Responsibility:
Director of Governance Development

Effective From:
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Review process:
This document will be reviewed according to the Mercian Trust's Policy and Document Schedule outlined in its Scheme of Delegation. If there are any changes in legislation or legal requirements, an earlier review will be conducted to ensure compliance and relevance.

The Mercian Trust

Code of Conduct for Parents

1. INTRODUCTION

The Mercian Trust is committed to fostering a safe, respectful, and collaborative environment for pupils, staff, and parents across its schools and the central Trust operations. This Code of Conduct outlines the expectations for parents and carers to ensure a positive and productive relationship between home, school and the Trust in accordance with DfE Regulations and school and Trust policies. This document should be read in conjunction with the [Complaints Policy](#) and the Home/School Agreement available via the relevant school and/or Trust website.

2. SCOPE

This Code applies to all parents, carers, and visitors interacting with staff, via any method of communication ie email, in-person, by phone etc.

At the Mercian Trust we believe it's important to:

- Work in partnership with parents to support their child's learning
- Support and create a safe, respectful and inclusive environment for pupils, staff and parents
- Model appropriate behaviour for our pupils at all times
- Trust the professional judgement of our staff

To help us do this, we set clear expectations and guidelines on behaviour for all members of our stakeholder community. This includes staff through the Staff Code of Conduct and pupils through each school's Behaviour Policy.

This Code of Conduct aims to help each of our schools work together with parents by setting guidelines on appropriate behaviour. We use the term 'parents' to refer to:

- Anyone with parental responsibility for a pupil
- Anyone caring for/collecting a pupil (such as grandparents or relatives/family friends)

3. PRINCIPLES

- **Respect and Integrity:** Parents and carers are expected to treat all members of the school and wider Trust community, with respect.
- **Collaboration:** Parents and carers should work collaboratively with school staff for the benefit of their child(ren).
- **Positive Role Modelling:** Parents and carers should set a good example in their own speech and behaviour.

4. EXPECTED BEHAVIOUR

Parents, carers, and visitors are expected to:

- **Respect School Values:** Embrace and support the ethos of the school.
- **Communicate Calmly:** Address any issues or concerns with school staff in a respectful and constructive manner.
- **Support Learning:** Participate positively in their child's educational experience and behaviour.
- **Use Respectful Language:** Engage with staff, students, and parents using appropriate language and actions.
- **Allow Staff to Work:** Avoid actions that interfere with the ability of staff to perform their duties.
- **Follow Policies:** Adhere to all [Trust](#) and the relevant school policies and procedures.

Our Purpose and Our Approach

Our purpose is to create a welcoming, inclusive, and respectful school community that supports every child's right to a high-quality education. At the heart of this purpose is our commitment to social mobility, equity, and ensuring that all children—regardless of their background, abilities, or circumstances—have the opportunity to thrive academically, socially, and personally.

We believe in working collaboratively with parents and carers to enhance the learning environment for all students. Together, we strive to support those who may be underserved or face barriers to success, such as students with special educational needs or those at risk of discrimination. By embracing diversity and promoting inclusion, we aim to provide a supportive and enriching educational experience that empowers all students to reach their potential.

Our approach is grounded in respect, partnership, and continuous improvement. We encourage open communication, value the contributions of every family, and seek innovative solutions to meet the challenges our community faces. By working together with trust and respect, we can ensure our schools are positive, inclusive spaces where all students and families feel valued and supported.

5. UNACCEPTABLE BEHAVIOUR

The Trust will not tolerate the following towards members of its stakeholder community:

- **Disruptive Actions:** Behaviours that disrupt school or Trust operations or place undue demands on staff.
- **Aggression or Abuse:** Use of threatening, offensive, or aggressive language or actions.
- **Defamatory Remarks:** Making negative or derogatory statements about any school or its community.
- **Excessive Communication:** Unreasonable levels of contact that cause distress to staff.
- **Interference with Staff Duties:** Actions that hinder staff from performing their roles.
- **Physical Aggression:** Any physical harm or threat towards others.
- **Inappropriate Social Media Use:** Posting defamatory or harmful comments online.
- **Baseless Complaints:** Making unfounded threats or complaints to regulatory bodies.
- **Misuse of Complaints Policy:** Using the complaints process in a vexatious or excessive manner.

6. INAPPROPRIATE USE OF SOCIAL MEDIA

Parents and carers should:

- **Keep it Positive:** Avoid posting negative or harmful comments about the Trust, school or its stakeholder community.
- **Use Proper Channels:** Address concerns directly with the appropriate member of staff, Head Teacher, or appropriate governance representative.
- **Correct Mistakes:** Remove any defamatory posts if asked by the Trust/school.

7. DEALING WITH BREACHES OF THE CODE

- **Initial Response:** Incidents of unacceptable behaviour will be addressed promptly, usually involving a discussion to resolve the issue.
- **Warning:** If the behaviour persists, a warning letter(s) will be issued.
- **Ban:** In severe or repeated cases, parents or carers may be banned from the school premises. This will be communicated in writing, specifying the duration and terms of the ban, with an opportunity offered to make representations before finalising the ban.

NB: Any and all breaches to this Code will be notified to the Head Teacher in the first instance and actions taken accordingly.

8. RESPONSE TO UNFOUNDED THREATS AND MISUSE OF COMPLAINTS POLICY

If parents or carers raise concerns with regulatory bodies such as the DfE or ESFA that are found to be unfounded, or if the Complaints Policy (please refer to the Complaints Policy on the Trust website) is misused, the school/Trust will respond as follows:

- **Investigation:** The school, and where appropriate, the Trust, will carefully investigate the nature of the complaint or concern. Our goal is to ensure that all matters are addressed fairly and thoroughly.
- **Consultation:** If an investigation reveals that the complaint or concern is without merit or is being used inappropriately, the school and, if necessary, the Trust may seek guidance from legal advisers to determine the best way forward.
- **Communication:** The school or Trust (where applicable) will inform the parent or carer in writing about the outcome of the investigation, including any steps that may be taken as a result. Our aim is to maintain transparency and open communication.
- **Further Action:** In cases where unfounded concerns or misuse of the Complaints Policy become persistent or particularly serious, the school or Trust may need to consider further actions to safeguard the well-being of our staff and the integrity of our processes. This could include seeking additional advice and support and/or limiting parental interactions with staff if there has been a breakdown in professional relationships.

This approach ensures that while we are committed to protecting the rights of all parties involved, we also maintain a respectful and fair environment for everyone in our Trust community.

9. LEGAL FRAMEWORK

This Code is guided by relevant legislation and policies, which allows for the prosecution of individuals who ***“cause a nuisance or disturbance on school premises”*** (see Education Act 1996 - Section 547), and the Equality Act 2010, ensuring non-discriminatory practices.

Additionally, it aligns with DfE guidelines on maintaining a safe and respectful school environment in that ***“Schools should take action to protect their staff and students from any form of abuse or intimidation by parents or carers. This includes setting clear expectations for behaviour and taking appropriate action when those expectations are not met”*** (see DfE - School and College Behaviour and Attendance).

“Schools have a legal duty to ensure, so far as is reasonably practicable, the health, safety, and welfare at work of all their employees...” (see Health and Safety at Work etc. Act 1974)

10. CONCLUSION

By adhering to this Code of Conduct, parents and carers help create a supportive and effective educational environment for all pupils. The Mercian Trust values the cooperation and commitment of parents and carers in maintaining a positive and respectful Trust-wide community.

11. REFERENCES

[Education Act 1996](#)

[Equality Act 2010](#)

[Health and Safety at Work Act](#)