



# St Martin and St Mary C of E Primary School

## ADULT (PARENTS & FAMILY MEMBERS) BEHAVIOUR EXPECTATIONS POLICY

Approved by	
<b>Name:</b>	Jen Braithwaite
<b>Position:</b>	Chair of Governors
<b>Signed:</b>	<i>Jen Braithwaite</i>
<b>Date:</b>	17.12.2024
<b>Proposed Review date:</b>	3 yearly – December 2027

### REVIEW SHEET

Each entry in this table summarises the changes to this policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original	December 2018
2	Updates	January 2022
3	Review – no significant updates.	December 2027

If you require this document in another format; i.e. easy read, large text, audio, Braille or a community language, please contact the school office.

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## Our School Vision and Values

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

*'Life in all its fullness' John 10.10*

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community. To create an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At St Martin and St Mary these are the Christian values that are the most important for our school. These values help make our school a great place to be.

**Friendship   Love   Forgiveness   Trust   Honesty   Faith**

Our vision and values underpin our interactions and the way we treat and respect everyone we encounter in school. Children and adults need to feel safe, valued, respected and protected as they learn and as they play.

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## Statement of intent

**St Martin and St Mary CE Primary** understands that good levels of behaviour should be employed by all individuals within the school community and, as a result, the school endeavours to make the environment a place where adults model the behaviour taught to, and expected of, pupils.

The school has created this policy in order to outline the behaviour expected of adults, including parents/carers, as well as the procedures in place for dealing with any incidents of unacceptable behaviour.

NB. All references to 'adult(s)' in this policy include parents/carers, visitors and volunteers.

### 1. Legal framework

- a) This policy has due regard to statutory legislation, including, but not limited to, the following:
  - Education Act 1996
- b) This policy also has due regard to guidance, including, but not limited to, the following:
  - DfE (2012) 'Advice on school security: Access to, and barring of individuals from, school premises'
  - DfE (2016) 'Best Practice Advice for School Complaints Procedures 2016'

### 2. Access to premises

- a) It is the responsibility of the school to devise the limitations for access to the premises by adults.
- b) The school recognises that adults have an implied licence to come on to the school property. The only times adults shall access our premises is:
  - At the beginning of the school day.
  - At the end of the school day.
  - By appointment or invitation.
- c) As the school is classed as private property, any adult who breaches these access limitations is deemed to be trespassing. Trespassing is a civil offence and may require the school to take legal action if persistent.
- d) Section 547 of The Education Act 1996 makes it clear that it is a criminal offence for a person who is on school premises without lawful authority to cause or permit a nuisance or disturbance; therefore, schools also have the power to take action in these cases.<sup>1</sup>
- e) The school may decide that certain behaviour conducted by adults, such as inappropriate language and aggressive or insulting behaviour, could pose a risk to pupils and staff and, as a result, may bar the individual from the property.

### 3. Expected behaviour

- a) The school expects adults to show respect and concern for the school community by:
  - Supporting the ethos of the school by setting a good example in their speech and behaviour towards all pupils, staff members and other adults.
  - Working with staff members to resolve any issues of concern, including clarifying specific events in order to bring about a positive solution.
  - Correcting their child's behaviour appropriately, particularly on the school grounds where it could otherwise lead to conflict, aggressive or unsafe behaviour.
  - Respecting the school environment by keeping it clean and tidy.
  - Following parking rules, as well as rules for delivering or collecting pupils from school.

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<sup>1</sup> DfE (2012) 'Advice on school security: Access to, and barring of individuals from, school premises', p.3

- b) In light of the above, when on the school premises, adults will not:
- Discriminate against any individual, whether a staff member, pupil or another adult, on the basis of their age, race, ethnicity, religion, belief, attainment, disability, gender or background.
  - Engage in inappropriate conversations with pupils; adults should raise any concerns about pupils' choice of conversations with them to the **headteacher** immediately.
  - Engage in conversations with others about pupils, staff members or other adults within the school community.
  - Engage in conversations with others to discuss personal issues regarding their child's education, if their child attends the school.
  - Discuss any issues of a confidential matter outside of school, or to anyone whom it does not concern within the school.

#### 4. Inappropriate behaviour

- a) The school takes instances of inappropriate behaviour very seriously and will not tolerate any circumstances which may make pupils or members of staff feel threatened. A perceived threat, or any action which makes another individual feel threatened, can be enough to bar the adult from the premises.
- b) The following are examples of inappropriate behaviour which may result in sanctions being issued against the individual:
- Trespassing on school property without prior permission
  - Causing intentional damage to school property
  - Breaching the school's security procedures
  - Verbal abuse: swearing, talking in an aggressive manner, using offensive language or raising their voice at another individual
  - Making racist or sexual comments
  - Using aggressive hand gestures: raising fists and fingers
  - Physical violence: hitting, slapping, punching, kicking and pushing
  - Physically intimidating an individual such as by standing in very close proximity to him/her
  - Partaking in overly unnecessary physical contact with an individual
  - Writing or emailing abusive comments regarding an individual, including on social media
  - Psychological harassment: displaying vexatious behaviour which is humiliating for the individual and is damaging to their self-esteem. This can be conducted through repeated instances of any of the above

NB. This list is not exhaustive and displays only common examples of unacceptable behaviour. The school recognises there may be other examples of insulting behaviour which cause harm to an individual and these will be dealt with following the process outlined in this policy.

#### 5. Social media use

- a) Adults will not post content online which is damaging to any of the members of the school community, including staff, pupils, other adults and the school itself.
- b) Adults will not post anonymously or under an alias to evade the guidance given in this policy.
- c) Any cases of social media use that breach the guidelines of this policy will be reported to the **headteacher** immediately.
- d) The **headteacher** will report the individual using the appropriate 'report abuse' section on the specific social media site, and will arrange a meeting with the individual concerned to discuss their use of social media.
- e) The individual will be advised to remove any posts or comments that are harmful, immediately.
- f) The **headteacher** may contact the police for legal action where necessary.

## 6. Preventing inappropriate behaviour

- a) The school understands that there are certain measures which can be taken to significantly reduce the potential harm to members of staff and pupils.
- b) The **headteacher** will conduct a risk assessment involving evaluating the possible harm to others from abusive or violent visitors, and providing effective control measures.
- c) All members of staff will undergo personal safety training on a **routine** basis in order for them to be able to:
  - Recognise conflict before it leads to aggression.
  - Effectively manage and diffuse aggressive behaviour.
  - Recognise verbal and non-verbal indicators which may lead to aggression.
  - Develop their confidence in managing conflict and the resulting stress.
  - Minimise the risk of an individual experiencing harm due to aggression.

## 7. Managing inappropriate behaviour

- a) In the instance of inappropriate behaviour, the school will follow a number of procedures, depending on the severity of the situation.
- b) In the first instance, the adult who is creating a nuisance or disturbance will be asked to leave the premises or will be invited into a separate room to calm down.
- c) If the adult has been previously barred from the premises, or has exceeded their implied licence and is causing a disturbance, the school will contact the police in order for the individual to be removed from the premises.
- d) The school will also contact the police in the event of any serious violence and assault, and in the event of any actual harm caused to an individual.
- e) Instances of inappropriate behaviour will be recorded in writing by all members of staff involved using an **Incident Reporting Form** and will be given to the **headteacher**.
- f) The **headteacher** will invite the individual to attend a meeting in which to discuss their inappropriate behaviour, and explain that further disturbance may result in the individual being barred from the premises.
- g) If disturbance continues after meeting with the **headteacher**, or where there is a one-off extreme case of violence, the school has the power to bar the individual from entering the school property for a limited time, subject to review. (DfE, p.4)
- h) Prior to barring an individual, the following process will be adhered to:
  - The **headteacher** will warn the individual in writing explaining why the incident was unacceptable, informing them that the governing body and LA will consider barring them and when this decision will be made.
  - The letter will also give the adult a chance to respond in writing and express their views. If a complaint arises, it will be dealt with in accordance with the **Complaints Procedure Policy**.
  - After receiving the adult's views, the decision will be reviewed by the governing body and LA, and a final decision will be made as to whether the adult will be barred from the premises.
  - Following a bar, the **headteacher** will send a written letter informing the individual of this and the timescale during which they are prohibited from entering the premises.
  - If a bar has been conducted due to a serious assault, a statement will also be given to the individual indicating that the local council and police have been informed.
  - If necessary, the **headteacher** will clarify any arrangements for collecting, or delivering pupils to, the school gates. This will be communicated clearly to the individual.
  - All bars will be reviewed by the **headteacher**, governing body and LA on a **termly** basis, and will take into account any subsequent patterns of behaviour.

- If the school decides to allow the adult back on to the premises, the individual will be informed of this in writing.
  - Any adults wishing to complain about being barred can do so by letter or email to the **headteacher** or governing body, following the school's **Complaints Procedure Policy**.
  - If an adult wishes to lodge a further appeal, complaints cannot be escalated to the DfE; the only remaining avenue of appeal is through the Courts and, therefore, independent legal advice must be sought.<sup>2</sup>
- i) The school understands that parents/carers retain the right to an annual consultation about the educational progress of their child(ren); however, the **headteacher** will decide who will be present at this meeting and determine its location.

## 8. Monitoring and review

- a) The **headteacher** will review this policy every three years and make any changes necessary.
- b) All adults will be provided with a copy of this policy upon their attendance at the school, and will be required to familiarise themselves with the procedures and guidelines outlined.

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<sup>2</sup> DfE (2016) 'Best Practice Advice for School Complaints Procedures 2016', p.14

## Incident Reporting Form

<b>Name of individual:</b>	
<b>Date of incident:</b>	
<b>Time of incident:</b>	
<b>Location of incident:</b>	

**Details of incident (please describe the incident in full detail, including the cause of the incident, names of individuals involved and the roles they played, what behaviour occurred, what happened following the incident, and any other information you deem necessary to assist with resolving the issue):**

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<b>Form received by (name):</b>		<b>Signature:</b>	
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To be completed by the **headteacher**:

<b>Action taken following the incident:</b>
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<b>Signature of headteacher:</b>		<b>Date:</b>	
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