



PARENT, CARERS AND VISITORS CODE OF CONDUCT AND BEHAVIOUR POLICY

Statement of Intent

Bradford Girls Grammar School 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.

Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the Education Act 1996. 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' and DfE (2016) 'Best Practice Advice for School Complaints Procedures 2016'

Access to Premises

It is the responsibility of the school to devise the limitations for access to the premises by adults. The school recognises that adults have an implied licence to come on to the school property, however, the times adults shall access our premises are at the beginning and end of the school day, and by appointment or invitation.

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. The school may decide that certain behaviour conducted by adults, such as shouting, 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.

Parents, Carers or Visitors Code of Conduct

We expect parents, carers or visitors to understand that teachers, support staff and parents/carers need to work together for the benefit of their children.

Resolving Concerns

Bradford Girls' Grammar School aims to work harmoniously with parents/carers in the best interests of their children and to deal with any issues that may arise in a prompt and professional manner. Most issues can be quickly and easily resolved through effective communication and working in partnership.

Parents have a right to expect the best for their children and they have a right to express their concerns, though at the same time, teachers and pupils must be allowed to work and learn in a safe and secure environment.

If parents do raise a concern, an initial response or acknowledgment should usually be provided to parents within forty-eight working hours. This will then be followed up in whatever manner is appropriate and agreed (which may include arranging an opportunity to find out more details).

Please contact the member of staff below in the first instance as they will be best placed to provide support. Email addresses can be found on our website.

Issue	Examples	Who to Contact
Welfare / Wellbeing issues	Child unhappy because of friendship issues Child worried about school / work in general Home issues / relevant background information General behaviour	Form Tutor (senior school) List of Senior Teaching Staff Class Teacher in Lady Royd List of Primary Teaching Staff
Subject Issues	Child struggling with work – finding it too difficult / too hard, Homework issues Content of work – how you might support at home Department detentions	Subject Teacher (senior school) Class Teacher in Lady Royd
Academic Performance	Wish to discuss overall academic performance in more than one subject Curriculum choices – pathway choices Attitude to Learning	Subject Leader (senior school) Class Teacher in Lady Royd
Behaviour	Concern over your child's behaviour Bullying Concern over behaviour during social times Significant changes to home circumstances that may affect behaviour and wellbeing	Year Leaders (senior school) Class Teacher in Lady Royd in first instance – Key Stage 1 Leader
Child protection / safeguarding	Child protection concerns Involvement with other agencies Serious welfare issues such as mental health	Designated Safeguarding Lead (DSL) Miss M Harris: mharris@bggs.com Lady Royd Primary (DSL) Mrs L Leary: lleary@bggs.com
Administration	Day to day information - payments and/or permission for trips, activities, lunchtime, lockers etc	School office (senior school) Mrs J Hanse: jhanse@bggs.com Lady Royd School Office: Mrs A Meares: ameares@bggs.com
Attendance	Absence/Queries following communication from school	Attendance Officer Mrs J Simon: jsimon@bggs.com

Expected Behaviour

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. Always having consideration and respect for others: people who work in the school, visitors and other parents.
- To ensure that pupils are not party to any reporting of concerns.

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 **Principal** 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

Inappropriate Behaviour

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.

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.
- Disruptive behaviour which interferes or threatens to interfere with the operation of the school, including the office areas.
- Verbal abuse: swearing, talking in an aggressive manner, using offensive language, shouting at individuals, either in person or over the telephone
- 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 standing in very close proximity to, or following 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. BGGs 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

Social Media Use

Any cases of social media use that breach the guidelines of this policy, will be reported to the **Principal** immediately, these are:

- an attempt to "friend" or otherwise contact members of staff through social media.
- posting content online which is damaging to any of the members of the school community, including staff, pupils, other adults and the school itself
- posting anonymously or under an alias to evade the guidance given in this policy

The Principal will report the individual using the appropriate 'report abuse' section on the specific social media site. The individual will be advised to remove any posts or comments that are harmful, immediately. The Principal may contact the police for legal action where necessary.

Managing Inappropriate Behaviour

In the instance of inappropriate behaviour, the school will follow a number of procedures, depending on the severity of the situation:

- In the first instance, the adult who is creating a nuisance or disturbance will be invited into a separate room to calm down.
- in the second instance if they persist, they will be asked to leave the premises

- 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
- 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

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 Principal.

Prior to barring an individual, the following process will be adhered to:

Stage 1: Written Warning

- The Principal will write to the individual informing them that the conduct is unacceptable and an assurance will be sought that such an incident will not be repeated.

Stage 2: Ban Pending Review

- A further incident will result in a letter from the Chair of Governors withdrawing permission for the individual to enter the school grounds or premises.
- 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.

Stage 3: Full Review by Governing Body

- After receiving the adult's views, the decision will be reviewed by the governing body and a final decision will be made as to whether the adult will continue to be barred from the premises.
- Following a bar, the Principal 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 police have been informed.
- All bars will be reviewed by the Principal and governing body on a termly basis, and will take into account any subsequent patterns of behaviour.
- Any adults wishing to complain about being barred can do so by letter or email to the Principal or governing body, following the school's Complaints Procedure Policy.
- If an adult then 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.

Stage 4: Removal by the Police

- If, following a decision to exclude an individual 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 of 1986.

Monitoring and Review

The Principal will review this policy on an annual basis and make any changes necessary.

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.