



**Reach  
Schools**  
CHOICE & OPPORTUNITY  
FOR EVERY CHILD

# Reach Schools

## Parent and Visitor Code of Conduct and Communications Policy including covert recordings

| Document Control Table                                     |                                                              |
|------------------------------------------------------------|--------------------------------------------------------------|
| Title                                                      | Parent and Visitor Code of Conduct and Communications Policy |
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| Academies to note:                                         |                                                              |
| This is a Reach Schools policy and should not be modified. |                                                              |

If you have any difficulty in understanding any part of this policy, including the Code of Conduct included in the appendices, please contact a member of school staff. They will assist you.

If you require translation of this policy in part or in its entirety please contact the school office and they will assist you.

If you require any further accessibility to this policy due to a disability please contact the school office and they will assist you.

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## 1. Aims

The vast majority of parents, carers and other visitors to our school are supportive of the school, its teachers, other members of staff, its students, their parents and other visitors, and act in a reasonable way, ensuring that the school is a safe, orderly environment in which students can learn. Occasionally, however, a negative attitude is expressed in an aggressive, verbally abusive or physically abusive way towards these members of the school community which is unacceptable and will not be tolerated. The school requires its teachers and other members of staff to behave professionally in these difficult situations, attempting to defuse the situation wherever possible, and to seek the involvement of other members of staff as appropriate. However, all teachers and members of staff have the right to work without fear of harassment, violence, intimidation or abuse. The school expects parents and other visitors to always behave in a reasonable way towards all members of the school community. This policy outlines the steps that will be taken where the behaviour displayed falls below the standard the school expects and will not be tolerated. This policy also outlines the steps taken when communication, either by volume or tone, while not explicitly abusive, may serve to overwhelm staff and prevent them from carrying out their core duties.

Section 576 of the Education Act 1976 makes it a criminal offence punishable with a fine of up to £500 for a person to trespass on school premises and cause a nuisance or disturbance. Schools are private premises fulfilling a public function.

Parents and some other visitors, for example family members assisting with drop-off or pick-up normally have implied permission to be on school premises at certain times and for certain purposes and they will not therefore be trespassers unless the implied permission is withdrawn.

Under section 576 Education Act 1976, "parent" includes a child's natural parents, anyone with parental responsibility for the child or anyone who is caring for a child. The public has no automatic right of entry onto school premises.

This policy should be read in conjunction with the relevant school's Complaints Policy. Where a matter of concern raised by anyone who is not a member of staff at the school is repetitious, vexatious or pursued in an otherwise unreasonable manner, this will be dealt with in line with the Complaints policy.

## 2. Scope of the policy

This policy covers unacceptable behaviour which is committed by a parent:

- in any Trust or school buildings or on a Trust or school site
- by telephone to the Trust or a school
- by email to the Trust or a school
- on social media and any other public electronic media platforms (e.g. websites) referring to the Trust or a school or a member of staff of the Trust or school
- in any other setting which, in the reasonable opinion of the CEO or Chair of Trustees (or any person authorised by them), should be regulated by this policy.

## 3. Our expectations of parents and visitors

We expect parents, carers and other visitors to:

- Respect the ethos, vision and values of our school
- Work together with staff in the best interests of our pupils
- Treat all members of the school community with respect – setting a good example with speech and behaviour
- Seek a peaceful solution to all issues
- Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct
- Contact staff straight away if there is anything you wish to discuss, approaching the adult you know to be the first point of contact e.g. class or form tutor, in the first instance
- When communicating with staff, be mindful that they are often teaching and can not respond immediately.

We publish a Code of Conduct for parents and visitors (Appendix 1) in order to make the above clear to all parents and visitors and display it in the front office of the schools, in this policy and use it in discussion as and when necessary.

## **4. Behaviour that is not expected and will not be tolerated**

In order to create a harmonious environment, free from distractions and centred on pupil learning and well-being there are certain behaviours which we need to avoid. If these behaviours occur there are steps the school will take to prevent them from happening again. This list is not exhaustive, but gives an idea of the kinds of behaviours which are not expected from adults in the school community and seeks to provide illustrations of such behaviours.

- verbal or written threats of violence or harm
- swearing or the use of other abusive, offensive or threatening language
- behaviour which disrupts, or threatens to disrupt, school operations (including events on the school grounds and sports team matches)
- intimidation, coercion or humiliation
- aggressive or disruptive behaviour
- harassment, bullying or causing distress
- physical violence, including damage to property or injury to individuals
- discriminatory conduct or use of discriminatory language (sexist, racist, other)
- posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- frequent, unwarranted and/or unnecessary correspondence which is hindering the proper running of the Trust or its schools
- making deliberately false, malicious or vexatious accusations

- consumption of alcohol (unless alcohol has been allowed at a specific event) or use of drugs (including legal highs) on the Trust or a school's premises, or accessing the Trust or a school's premises whilst intoxicated
- any behaviour that violates the law or school policies
- any other behaviour likely to cause anybody witnessing it (including the recipient) alarm, distress or to fear that violence may be used against them or others.
- incitement of others to do any of the above

Any form of communication that threatens the safety or well-being of staff or pupils will be taken seriously and addressed immediately, with the goal of protecting the safety and well-being of all members of our Trust and school communities.

*This is not an exhaustive list but seeks to provide illustrations of such conduct. It will ultimately be for the Trust to determine whether conduct is deemed to be unacceptable.*

The definition in the Education Act 1996 of the word parent is extended and includes an individual who has care of the child regardless of whether s/he is the natural parent or has parental responsibility for the child. This includes step parents. Where an individual does not fall within this broad definition, the principles of this guidance should still be applied (but the wording in any letters should be amended accordingly).

## 5. Permission to enter premises

Parents and carers have "implied permission" to enter and be on the school's premises for reasons relating to their child / children's education. This means that parents and carers are welcome to come to the school to drop off and collect their children, to speak to teachers and other members of staff about their children, or for meetings, parents' evenings and social events.

Parents and carers do not have a legal right to enter or be on the school's premises without a good reason.

In education law, the term "parent" includes the natural or adoptive parents of a student, as well as a nonparent with care of a student and a non-parent with parental responsibility of a student. For the purposes of this policy only, the term "parent" will also include a non-parent who does not have care of or parental responsibility for a student, but who is involved in looking after a student on a regular basis (for example, a childminder, non-resident partner of a parent or relative who takes the student to or from school, is involved with the care of the student in some other way, or a person whose emergency contact number we have been provided with).

Other visitors also have "implied permission" to enter and be on the school's premises if they have a reason, for example a courier or delivery person, or a member of the public attending the school's office to make enquiries about something.

Members of the public without a good reason for entering or being on the school premises are trespassing.

## **6. Withdrawal of permission to enter**

The school has the right to withdraw the "implied permission" for a parent or visitor to enter or be on the school's premises if their behaviour while they were previously on the school's premises was unacceptable and / or if their behaviour over email, phone or social media warrants such a withdrawal.

The withdrawal of the "implied permission" will be effective as soon as the parent or other visitor has been told that they must leave and are prohibited from returning. This will be confirmed in writing as soon as possible after the event. The full procedure that the school will follow is outlined in further detail below.

Once the "implied permission" has been withdrawn, entering the school's site will be trespass and the school will ask the police to remove the parent or visitor immediately. If the parent or visitor causes a nuisance or disturbance while they are on the school's premises, they may also be prosecuted in the criminal courts under Section 547 of the Education Act 1996, be liable to pay a fine and have a criminal conviction recorded against them. Where a



parent has had their "implied permission" to enter and be on the school's premises withdrawn, the school will, in appropriate cases, make alternative arrangements for the parent's children to be dropped off and collected from the school, and in relation to parents' evenings and other meetings.

In the event of a parent behaving in an inappropriate way, each situation will need to be considered individually by the head teacher or a designated member of staff before deciding on the most appropriate course of action. Where the word parent is not the best term, or the term used in the family set-up for the person in question, then the correct terminology should be substituted:

In addition to the criminal offence under Section 547 of the Education Act 1996 outlined above, unacceptable behaviour by a parent or visitor can also amount to several other forms of criminal offence. Some of these criminal offences are listed below:

- Common Assault

This is committed when a member of the school community has been assaulted and no injury or very minor injuries have been caused. The offence is more serious if it is racially aggravated by the words or behaviour used just before or during the assault.

- Assault occasioning Actual Bodily Harm

This is committed when a member of the school community has been assaulted and slightly more serious injuries have been caused by falling short of fractures or deep wounds. The offence is more serious if it is racially aggravated by the words or behaviour used just before or during the assault.

- Grievous Bodily Harm

This is committed when a member of the school community has been assaulted and serious injuries have been caused such as fractures or deep wounds. The offence is more serious if it is racially aggravated by the words or behaviour used just before or during the assault, and there are two forms of the offence; intention to cause the injury (the more serious of the two) and being reckless as to causing the injury.

- Public Order Offences

This group of offences are committed when a parent or visitor has used threatening, abusive or insulting words or behaviour likely to cause harassment, alarm or distress; or likely to cause fear of violence; or with intent to cause fear of violence; or using or threatening unlawful violence likely to make those witnessing the incident fear for their safety.

- Criminal Damage

This is committed when a parent or visitor has destroyed or damaged property belonging to the school or a member of the school community, intending to do so or being reckless as to doing so. The offence is more serious where the damage was caused by fire, or there was an intention or recklessness as to endangering life.

- Possession of an Offensive Weapon or Bladed Article on School Premises

This is committed when a parent or visitor enters the school's premises with a knife or an offensive weapon. It does not matter if the parent or visitor intended to use the knife or weapon. Where the school believes that a parent or visitor's conduct would amount to a criminal offence, the school will report the incident to the police for immediate investigation and prosecution. The school will cooperate fully with the police, including encouraging teachers and other members of staff to provide witness statements and to attend court to give evidence at a trial. Where a parent or visitor's conduct amounts to a criminal offence, the school will, in all but exceptional cases, immediately withdraw their "implied permission" to enter and be on the school's premises.

The initial decision to withdraw "implied permission" will be made by one of the Co-headteacher's or, in their absence from school, the Deputy Headteacher. The decision will be reviewed on a regular basis by the Chair of Governors, who can delegate this task to another Governor in appropriate cases.

Where appropriate consideration will be given as to whether a person should be banned from more than one school site where the schools are in the same multi-academy trust.

## 7. Stages for withdrawing implied permission

### Clarifying to the parent or visitor what is considered acceptable behaviour

In most cases a conversation will be sufficient to provide clarity around expectations depending on the circumstances. This will be followed up by a letter. This letter will outline the concerns and the behaviour which is expected in the future in order to prevent a potential withdrawal of implied permission. They are flexible in terms of content and format, and can be an effective means of encouraging young adults, children and parents to take responsibility for unacceptable behaviour. The person named may not always agree with the letter, but it can be used as evidence at a later stage if escalation is required.

### Stage 1a - Warning letter prior to ban from site

Where a parent or visitor has behaved in a way which is unacceptable to the school for the first time (depending on the circumstances as to whether it requires clarification as above in the first instance) they are likely to receive a letter warning them. The warning will explain that if the behaviour is repeated, their "implied permission" to enter and be on the school's premises will be withdrawn. The Co-headteacher will send a letter to the parent or visitor confirming the warning, the reasons for it and the consequences of failing to heed it. However, where the unacceptable behaviour is serious and/or amounts to a criminal offence, it is likely that the parent or visitor's "implied permission" will be withdrawn immediately without warning under:

### Stage 1b - Immediate ban from premises due to serious misconduct

Where a parent or visitor has engaged in serious misconduct and/or conduct amounting to a criminal offence, their "implied permission" to enter and be on the school's premises will be withdrawn immediately. If possible, they will be verbally informed that they are prohibited from entering or being on the school's premises immediately after the incident or as soon as practicable thereafter.

In any event, the Co-headteacher will ideally meet with the parent and explain the school's position to them and will follow up with a letter to the parent or visitor confirming the withdrawal of their "implied permission" and the consequences of failing to comply. The prohibition will initially last for ten school days from the date of the letter. The parent or visitor will be invited to provide written comments within five school days of the date of the letter.

## Stage 2 - Banning letter following warning

Where a parent or visitor has already received a warning letter under Stage 1 and has behaved in an unacceptable way again their "implied permission" to enter and be on the school's premises will be withdrawn. If possible, they will be verbally informed that they are prohibited from entering or being on the school's premises immediately after the incident or as soon as practicable thereafter.

In any event, the Co-headteacher will ideally meet with the parent and explain the school's position to them and will follow up with a letter to the parent or visitor confirming the withdrawal of their "implied permission" and the consequences of failing to comply. The prohibition will initially last for ten school days from the date of the letter. The parent or visitor will be invited to provide written comments within five school days of the date of the letter.

## Review of Co-headteacher's decision

The Chair of Governors will, within ten school days of the date of the letter notifying the parent or visitor of the Co-headteacher's decision to withdraw their "implied permission" to enter and be on the school's premises, review the decision made, having considered all documentation relating to the incident (and any previous incidents), the Co-headteacher's record of the decision, the reasons for it, confirmation as to whether the parent or visitor has complied with the instruction, and any written comments received from the parent or visitor.

The Chair of Governors must consider whether, with the benefit of hindsight, the Co-headteacher's decision, made in the immediate aftermath of the incident, was unjustified; whether, although the Co-headteacher's decision was justified at the time, the withdrawal of "implied permission" for a period of ten school days is sufficient to serve as a warning and to allow the parent or visitor time to reflect upon their past and future

behaviour; or whether the Co-headteacher's decision was entirely justified and should be confirmed for further review at a later date.

The Chair of Governors will, by the tenth school day of the date of the letter, write to the parent or visitor confirming whether the decision of the Co-headteacher has been confirmed or revoked, stating their reasons. Where the decision has been confirmed, the letter will confirm the date of the next review, which will be for a period of between fifteen and thirty school days, or until the last day of the term or half term period, at the Chair of Governor's discretion, subject to a maximum period of thirty school days.

When the decision has been confirmed, the parent or visitor will be invited to provide further written comments at least five school days before the date of the next review. These comments should be restricted to the parent or visitor's conduct since the decision was last confirmed or any new consequences of the decision, and should not repeat comments provided previously which the Chair of Governors will already be in possession of.

## Further reviews

Where the Co-headteacher's decision was confirmed by the Chair of Governors, the Chair of Governors will carry out a further review of the decision by the review date, having considered all documentation relating to the incident (and any previous incidents), the Co-headteacher's record of the original decision, the reasons for it, confirmation as to whether the parent or visitor has complied with the instruction since the last review, any written comments provided by the parent or visitor previously, the record of the Chair of Governors' previous review, and any further written comments received from the parent or visitor following the last review.

The Chair of Governors must consider whether, in view of the length of time that the parent or visitor has been prohibited from entering or being on the school's premises, and in light of the parent or visitor's conduct since their "implied permission" was withdrawn, and in consideration of any genuine assurances given in their written comments as their future conduct, it is now appropriate to revoke the decision to withdraw their "implied permission" to enter and be on the school's premises. The Chair of Governors will, by the review date, write to the parent or visitor confirming whether the decision has been further confirmed or revoked, stating their reasons.

Where the decision has been further confirmed, the letter will confirm the date of the next review, which will be for a period of between fifteen and thirty school days, or until the last day of the term or half term period, at the Chair of Governor's discretion, subject to a maximum period of thirty school days. Where the decision has been further confirmed, the parent or visitor will be invited to provide further written comments at least five school days before the date of the next review. These comments should be restricted to the parent or visitor's conduct since the decision was last confirmed or any new consequences of the decision, and should not repeat comments provided previously which the Chair of Governors will already be in possession of.

The procedure as above will be followed in relation to all further reviews.

In extremely serious circumstances the Trust or school may seek an injunction under the Protection from Harassment Act 1997 requiring the parent to desist from behaving in the manner in question.

## **8. Covert recordings**

Parents, as individuals, are unlikely to be deemed to have committed a breach of data protection legislation, including GDPR (General Data Protection Regulation), if they record meetings or conversations with school staff for their own use, as they are not data controllers.

However, recording meetings or conversations with school staff may reasonably be regarded as a breach of the relationship of mutual trust and confidence between the parent and the school where:

- The parent knew, or it was reasonable for them to have known, that the member of staff did not consent to the meeting or conversation being recorded; and/or
- The recording was deliberately taken covertly (secretly) in the knowledge that the member of staff did not, or would not, consent.

- Recording a member of staff in such circumstances may amount to unacceptable parent behaviour and restrictions can be placed on their communication with school staff (see below).

## Consent

Reach Schools does not consent to parents making audio or video recordings of any member of staff, or other individual connected to the school, including during in-person meetings, remote/virtual meetings, or telephone conversations, unless explicitly agreed in writing.

Where a parent/carer wishes to request consent for a recording of a meeting or a conversation this must be made in writing to the Co-headteacher. Such circumstances may include making reasonable adjustments for a parent with a relevant disability in line with the Equality Act 2010. In almost all circumstances a minute taker will be provided in these instances and minutes shared with the parent as soon as possible after the meeting.

## Immediate responses to incidents of covert recording

It is good practice to encourage staff to work on the assumption that all conversations might be recorded. This helps to avoid staff conducting 'off the record' discussion, which might inadvertently result in unprofessional behaviour or in parents developing unrealistic expectations.

If it becomes apparent that a parent is covertly recording a discussion with a member of staff, or if the parent informs the member of staff that they are doing so, then the member of staff should inform the parent that they do not consent to the recording and ask them to stop.

If the parent refuses to do so and the member of staff continues to have a reasonable belief that the discussion is continuing to be recorded, they should inform the parent of this and advise them that they are not prepared to continue with the discussion. They should then terminate the discussion and make a clear and detailed note of the discussion as soon as possible.

Sometimes, it only becomes apparent that a parent has covertly recorded a member of staff sometime after the meeting or the conversation. For example:

- The parent may inform you in a subsequent email or conversation that a previous meeting or discussion was recorded; and/or
- The parent may relay the contents of a discussion in an email in such detail that it is reasonable to conclude, on the balance of probabilities, that the meeting or conversation had been covertly recorded.

## Issuing a warning letter

In response to any first instance of covert recording, it would normally be appropriate to issue the parent with a warning letter.

## Putting in place a restricted communication plan

In the event of a further instance of covert recording, then appropriate action can be taken in line with the Parent Code of Conduct. This may include putting in place a communication plan to limit the parent's correspondence with the school for a fixed period of time to be written only, or you could request that they turn all mobile phones off or leave all mobile phones (or other recording devices) with the school's reception whilst a meeting is taking place.

## Wearable Devices

In order to safeguard our pupils and protect the privacy of all members of our school community, parents and visitors are asked not to use wearable devices capable of recording audio or video, or taking photographs, whilst meeting Reach Schools staff members in our meeting rooms or Co-Headteacher offices. This includes smartwatches and earphones with recording functionality.

Wearable recording devices must be switched off or removed before entering these spaces. Staff may ask parents or visitors to confirm this before a meeting begins.

Where a parent or visitor is found to be using a wearable device to record on school premises without consent, this will be treated in the same way as covert recording as set out above.



## 9. Use of Social Media

In many cases, parents can lawfully make statements of fact or express honestly held opinions or beliefs, in person or online.

The right to freedom of expression is subject to restrictions for several reasons, including to protect the rights of others.

Legislation protects individuals and organisations from harm arising from communication in various ways. Examples include:

**Protection from Harassment Act 1997:** This Act is relevant for incidents that have happened repeatedly on more than two occasions. The Act makes it a criminal and civil offence to pursue a course of conduct which causes alarm and distress, which includes the publication of words. The victim can also bring a civil claim for damages and an injunction against the abuser, although in practice this is a remedy that is only used by individuals with the financial means to litigate, and only possible if the abuser can be identified, which is not always straightforward.

**Malicious Communications Act 1988:** Section 1 makes it an offence to send an indecent, grossly offensive or threatening letter, electronic communication, or other article to another person with the intention that it should cause them distress or anxiety.

**Public Order Act 1986 (sections 17 - 29):** This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening.

**Communications Act 2003:** Section 127 covers all forms of public communications, and subsection (1) defines an offence of sending a 'grossly offensive...obscene, indecent or menacing' communication. Subsection (2) defines a separate offence where for the purposes of causing annoyance, inconvenience or needless anxiety, a person sends a message which that person knows to be false (or causes it to be sent) or persistently makes use of a public communications system.

**Racial and Religious Hatred Act 2006:** This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening.

**The Education Act 2011** makes it an offence to publish the name of a teacher who is subject to an allegation until such a time as that they are charged with an offence. All members of the school community need to be aware of the importance of not publishing named allegations against teachers online as this can lead to prosecution.

Where a parent or visitor to the school posts something online which may cause distress or defamation to the school the following action may be taken:

- Posts may be retained and accounts may be monitored;
- A warning letter may be sent to the person posting the content, this may include asking them to remove the post;
- Social media companies may be asked to remove the post and accounts may be reported to them;
- Police or other third parties may be contacted;
- Parent or visitor may be placed on a restricted communication plan (see below).

## 10. Communications

The DfE's [best practice guidance](#) for maintained schools and academies makes it clear that if an individual's behaviour is causing a significant level of disruption, regardless of whether or not they have raised a complaint, schools can implement a tailored communication strategy, such as:

- restricting the individual to a single point of contact via an email address; and/or
- limiting the number of times the individual can make contact, such as a fixed number of contacts per term.

Unless a parent's communication is so serious that immediate action is warranted (e.g. racist, homophobic or threatening language) then we will seek to speak with the person or persons involved, issue warning letters to provide clarity on the of the incident or behaviour, an explanation as to why we regard the behaviour as unacceptable and what steps may be taken in response to incidents of a similar nature. In most instances we will also begin to keep a log of communications in relation to the parent or visitor involved.

We will always seek to resolve issues with communication by talking about them and agreeing principles together. We may also choose to issue more than one warning letter before moving to the next stage. This will be at the discretion of the Trust.

However, where restrictions are deemed to be necessary, either immediately or following a warning this will be communicated to the person or persons involved.

Examples of restrictions which could be put in place include:

- banning a parent from contacting the school by telephone (except for emergencies)
- requiring the parent to send any email correspondence to a single point of contact or to a
- generic school email account
- informing the parent that only [5] email communications from them will be reviewed per week
- informing the parent that as a general rule, email correspondence over [1000] words in length will not be reviewed or responded to by the school

The school/Trust will always be cognisant of the need for any response to be proportionate and reasonable, and give consideration to the School/Trust's Public Sector Equality Duty (PSED) and any reasonable adjustments required under the Equality Act 2010.

Any restriction on a parent's communication with school staff should be for a fixed period. The length of this will depend on the circumstances, but a half term or a school term are commonly used timeframes. As the end of the restricted period approaches a review should be carried out to determine whether the restrictions should be lifted, amended or continued in their current format. The parent or visitor will be written to explaining the decision and the reasons for it.

A parent has the right to make representations about the school/Trust's decision to restrict communication through the school/Trust's usual complaints procedure.

## 11. Third parties

The procedures outlined above relate to parents and visitors who had a valid reason for entering and being on the school's premises. Sometimes, members of the public enter the school's premises when they have no good reason for doing so (for example, they do not have children registered as students at the school, and they are not delivering items or making valid enquiries at the school's office). Such people do not have "implied permission" to enter and be on the school's premises, and are therefore trespassing. This means that, if they are causing a nuisance or disturbance on the school's premises, they can be prosecuted under Section 547 of the Education Act 1996. In those circumstances, the school will inform the third party that they are trespassing and ask them to leave the school's premises and, in appropriate cases, call the police and support any prosecution for criminal offences which follows.

Although third parties do not have "implied permission" to enter and be on the school's premises, for the avoidance of doubt, where the postal or email address of the third party is known, the Co-headteacher will write to the third party warning them of the consequences of reappearing on the school's premises.

## 12. Emergency situations

In an emergency, police assistance should be sought. In cases where a ban is in place but is ignored and the person comes onto the school site, the police should be notified immediately.

In situations where there is no immediate threat to staff, pupils, other members of the school community or the school's property, the Co-headteachers may still wish to make their local community police officer (e.g. neighbourhood support team, youth intervention officer) aware of the situation.

## 13. Monitoring and Review

The CEO and Co-headteacher will report to staff from time to time and to the Board (and the local governing boards/committees, as appropriate) annually, or earlier if the Chair of Trustees so determines, on the number and type of incidents involving unacceptable behaviour displayed by parents, how these matters were handled and their outcomes.

## 14. Records

A record will be kept of any correspondence, action or decisions for a period of at least twelve months and then in line with the Trust's Data Retention Policy. Correspondence, statements and records relating to individual matters will be kept confidential except where:

- access is requested by the Secretary of State
- disclosure is required in the course of an Academy inspection
- an individual has a legal right to access their own personal data contained within such documentation
- under other legal authority

## Appendix 1 - Parent and Visitor Code of Conduct

At Reach Schools we believe that a strong partnership between home and school helps every child to enjoy a life of choice and opportunity. We expect all parents and visitors to model the courtesy, integrity, and respect we want our pupils to learn. It is important that we all work together in a positive, supportive, and safe way.

Our Whatever it Takes Commitments cover most aspects of the parent-teacher relationship. This Code of Conduct is designed to specifically ensure that there is clarity about communication between parents, school staff and visitors to the school.

### 1. We Put Children First

- Every decision, conversation, and action keeps the best interests of children at heart
- We train and trust our staff to make professional judgements about all matters
- We discuss concerns calmly and constructively — never in a way that unsettles pupils

## **2. We Communicate Respectfully**

- We speak to each other with courtesy, even when we disagree
- We always avoid shouting, swearing, or aggressive gestures
- Emails and messages are written in a polite, measured tone

## **3. We Work Together**

- We approach concerns through the proper channels — class teacher or form tutor first, then phase leader or head of year, then senior staff if needed.
- We take time to listen to concerns, investigate thoroughly and respond fairly.
- We ask you to share all concerns directly with the school and be mindful that criticism on social media damages trust and can harm our community

## **4. We Keep Our Community Safe**

- Our schools are safe spaces for all; violence, threats, or intimidation will not be tolerated under any circumstances
- Smoking, vaping, alcohol, or illegal substances, plus weapons or other items which may cause harm or distress to others are not permitted on school grounds
- Photography or filming of children (other than your own) is prohibited unless authorised by the school

## **5. We Honour Our Diversity**

- Our school community reflects London's strength: its diversity
- We speak about others with respect, regardless of background, faith, gender, or identity
- We challenge prejudice and celebrate inclusion together

## **Breaches of the Code**

If behaviour falls short of this Code of Conduct, the school may:

- Invite the parent or visitor to a meeting to discuss the concern
- Issue a formal warning
- In serious cases, restrict access to the school site or restrict communications for a period of time or refer the matter to appropriate authorities.

These steps are rare — our goal is always to use our strong relationships, focussed on our children, to rebuild trust and keep communication open.



## Appendix 2 - Risk Assessment

### Parent and visitor Code of Conduct Risk Assessment

|                          |  |
|--------------------------|--|
| NAME                     |  |
| RELATIONSHIP WITH SCHOOL |  |
| ASSESSMENT COMPLETED BY  |  |
| DATE OF ASSESSMENT       |  |
| REVIEW DATE              |  |

**Main concern:**

e.g. Physical aggression, verbal aggression

| IDENTIFICATION OF RISK                                             |  |
|--------------------------------------------------------------------|--|
| What risks does their behaviour pose?                              |  |
| Who is affected by the risk?<br>(Staff, pupils, self, environment) |  |



## ASSESSMENT OF RISK

|                                                          |  |
|----------------------------------------------------------|--|
| In which situations does the risk usually occur?         |  |
| How likely is the risk to arise?                         |  |
| If the risk arises, who is likely to be injured or hurt? |  |
| What kinds of injuries or harm are likely to occur       |  |
| How serious are the adverse outcomes?                    |  |

## RISK REDUCTION

### Guidance

|                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Rating = Severity x likelihood</p> <p>Severity 1-5 (1=Minor injury graze/bruise); 5=Death/permanent disability)</p> <p>Likelihood 1-5 (1=remote possibility; 5=will almost certainly happen)</p> <p>Risks: When considering risks, think about risk to self, risk to other children</p> | <p>1-2 low risk no further action required</p> <p>3-5 No immediate concerns – continue to monitor</p> <p>6-9 Medium – Support to be put in place and monitored</p> <p>10-15 – A high priority for additional/external support and controls</p> <p>16-25 Requires immediate action and controls</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------|--|
| (directly- child hurt)/ indirectly (impacting staff availability for others), staff, members of the public, property. |  |
|-----------------------------------------------------------------------------------------------------------------------|--|

| What risks do they pose and to whom? | Likelihood | Severity | Rating (no controls) | Control/Action to mitigate | Likelihood | Severity | Rating (with controls) |
|--------------------------------------|------------|----------|----------------------|----------------------------|------------|----------|------------------------|
|                                      |            |          |                      |                            |            |          |                        |
|                                      |            |          |                      |                            |            |          |                        |

| What action is required to reduce the risk further? | LEVEL OF RISK once all control measures are in place (High/Medium/Low): | Schedule for completion | Date will be in place |
|-----------------------------------------------------|-------------------------------------------------------------------------|-------------------------|-----------------------|
|                                                     |                                                                         |                         |                       |

|  |  |  |  |
|--|--|--|--|
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|  |  |  |  |