



Communications and Conduct Approach

Our Vision and Values:

At Bury C of E Primary School,
*We love one another and are forgiving of each other,
just as in Christ God forgave us.
We speak the truth in love and show respect to everyone.*

This is an invitation to 'Do everything in love' - 1 Corinthians 16:14.

Love: Dear friends, let us love one another for love comes from God. Everyone who loves has been born of God and knows God. Whoever does not love does not know God, because God is love. 1 John 4:7-8

Forgiveness: Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:31-32

Honesty: Speak the truth in love Ephesians 4:15

Respect: Show proper respect to everyone, love the family of believers (...) 1 Peter 2:17

'We intentionally foster strong relationships and proactive communication with families and professionals so there is a shared understanding of the evidence-informed inclusive practice.'

Grace Schools Education Principles

Introduction

We are very fortunate to have a supportive and respectful community of parents and carers at Bury C of E Primary School. We believe that educating children is a shared responsibility, built on strong partnerships between parents and carers, all school staff, and the wider school community.

We welcome and actively encourage parents and carers to participate fully in the life of our school. Parental engagement with children's learning plays a vital role in supporting attainment and progress, and parents have a legitimate right to understand what their child is learning at school.

At Bury C of E Primary School, our vision underpins all that we do: We love one another and are forgiving of each other, just as in Christ God forgave us. We speak the truth in love and show respect to everyone. This is an invitation to 'Do everything in love' (1 Corinthians 16:14). In line with these values, all communication between parents/carers and the school must be appropriate, proportionate and respectful, recognising the professional knowledge, experience and skill of all staff, as well as their entitlement to a healthy work/life balance.

All members of staff - teaching and non-teaching - have the right to carry out their roles free from intimidation, harassment or negative behaviour. We do not expect staff to tolerate unacceptable conduct and will take appropriate action to protect them from behaviour that is abusive, offensive or threatening.

We expect all parent/carer conduct on school premises, and in all forms of communication, to reflect the respect and care that underpin our school community.

Purpose

The purpose of this protocol is to set out clear expectations for the conduct and communication of all parents, carers, and visitors to our school. It aims to ensure that the whole school community can continue to flourish and uphold our values of Love, Respect, Honesty, and Forgiveness within an atmosphere of mutual respect and understanding. This includes ensuring that all staff are able to carry out their roles in a safe, professional and respectful environment, free from inappropriate or unacceptable behaviour.

General Principles

- Recognise that the school operates in line with its policies and procedures, as set by the Diocese of Ely Multi-Academy Trust and the Senior Leadership Team.
- Respect the caring ethos and values of our school.
- Understand that staff and parents/carers work in partnership for the benefit of all pupils.
- Demonstrate respect for all members of the school community, setting a positive example through appropriate speech and behaviour.

Equality and Inclusion Statement

The school is committed to ensuring fair, consistent and respectful treatment of all parents, carers and families. This approach will be applied in a fair and equitable manner, without discrimination, and in line with the school's wider commitment to inclusion and equal opportunities.

Where action is taken under this approach, it will be based solely on the behaviour of individuals and the impact of that behaviour, not on personal characteristics or background.

Communication Expectations and Timeframes

There are many reasons you may need to communicate with the school or a member of staff. This may be to share a brief piece of information, such as emailing the school office, phoning to report a child's absence, or informing staff that your child has forgotten their PE kit or is feeling unwell. These short communications, used to pass on important information, are entirely appropriate and necessary.

Please be mindful of how busy staff are during the school day, particularly at the start of the morning.

If you need to raise or resolve a concern:

- In the first instance, arrange an appointment to speak with your child's class teacher (e.g. friendship matters, classroom support, home learning).
- If the matter is not resolved, you may request a meeting with a member of the Senior Leadership Team.
- We aim to respond to telephone calls and emails within two school days of receipt.
- If you need to speak with a member of staff, please arrange an appointment so they can give you their full attention.
- Staff are only available on the same day without an appointment where there is an urgent safeguarding concern and a child is at risk of immediate harm.
- Email communication should be sent via the school's central email address (office@bury.cambs.sch.uk), clearly stating who the message is for. This inbox is monitored regularly during the school day and emails will be forwarded to the appropriate member of staff. Please be reassured that information shared via this route will be treated confidentially. When requesting an appointment, it is helpful to provide some context so we can ensure the most appropriate support is in place. If you would prefer to include details as an attachment (e.g. a Word document) rather than in the body of the email, this is absolutely fine.
- To ensure important information is not missed, please do not pass messages to staff at classroom doors or gates in the morning. Instead, email, phone, or speak directly with the school office.
- If the matter remains unresolved, please follow the procedures outlined in the school's Complaints Policy, available on the school website under the "Policies" section.

Parent, Carer and Visitor Conduct

- Ensure that all communication is polite and that the recipient is treated with respect at all times.
- When meeting with staff to discuss your child's education or wellbeing, please approach conversations calmly and courteously. This helps ensure that concerns can be addressed constructively. Appointments should be arranged in advance at a mutually convenient time.
- Avoid sending lengthy, frequent or demanding emails, or making accusations. Such communication can hinder staff in carrying out their primary role of educating and supporting pupils.
- Recording telephone conversations or meetings with staff without their knowledge and explicit consent is not acceptable, as it may breach their right to privacy.
- Whether in person, on the telephone or via written communication, it is not appropriate to raise your voice or use language that is disrespectful, rude, offensive, aggressive or threatening.
- Do not approach or question other pupils about school-related incidents or concerns.
- Refrain from posting negative or inappropriate comments about the school, staff or members of the school community on social media or public forums.
- Promote a positive and respectful attitude towards the school and its staff when speaking with your children.
- Offensive language or swearing on the school site will not be tolerated and may result in an adult being asked to leave the premises.

Definitions of Unacceptable Behaviour

For the purposes of this approach, “unacceptable behaviour” refers to any conduct by parents, carers, or visitors that undermines the safe, respectful and professional environment of the school.

Examples of unacceptable behaviour include, but are not limited to:

- Persistent, unreasonable or aggressive communication, whether in person, by telephone, email or in writing
- Personal attacks, derogatory comments, or disrespectful language directed towards staff or members of the school community
- Repeatedly raising the same or unrelated issues in a manner that prevents resolution or impedes school processes
- Public criticism or undermining of the school, its staff, or individual members of staff, including through social media or other online platforms
- Failure to follow reasonable instructions or procedures given by staff in the course of their duties
- Any behaviour that causes staff to feel intimidated, harassed, threatened, or undermined in the performance of their role

This list is not exhaustive. The school will use its professional judgement to determine whether behaviour is considered unacceptable. Where behaviour is deemed to fall within this definition, the school will respond in line with the sanctions outlined in this document.

Additional Steps by the School

Incidents of aggressive or unacceptable behaviour will be recorded. Parents/carers who do not adhere to this protocol may be subject to the following actions:

1. **Verbal Warning:** A member of staff may address the behaviour directly, asking the individual to stop. This may include ending a telephone call or asking the individual to leave the premises if the behaviour is unacceptable.
2. **Written Warning:** The school may issue written communication to address behaviour that is considered inappropriate, such as rudeness towards staff, refusal to engage constructively, or excessive and demanding contact.
3. **Restriction or Exclusion from Premises:** Continued failure to modify behaviour may result in restricted access to staff or a temporary or permanent ban from the school premises.

Please note that, depending on the severity of the incident, the school reserves the right to move directly to a later stage of this process without issuing a prior verbal warning. This decision lies at the discretion of the Headteacher.

The school may involve the police if any member of staff feels threatened or intimidated.

Where behaviour becomes unreasonable and impacts the school’s ability to manage communication or respond to concerns - particularly due to the frequency or nature of contact - the school will refer to the Diocese of Ely Multi-Academy Trust Policy for Managing Serial and Unreasonable Complaints and Communication, available at: <https://www.demat.org.uk/policies>.

We trust that parents and carers will support the implementation of this approach and thank you for your continued cooperation and commitment to our school community.