



Parent & Carer Code of Conduct

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1. Purpose and Our Partnership with Families

At Franciscan Primary School, we are proud to be a diverse, inclusive and nurturing community where children are at the heart of everything we do.

Our ethos, Achieving Excellence Together, is underpinned by our values:

Respect • Kindness • Perseverance

We believe children thrive when home and school work together. Strong relationships help children feel safe, valued and ready to succeed.

Our approach is relational. We listen, seek to understand, communicate respectfully and work to restore relationships when difficulties arise. This reflects our Relational Behaviour Policy and its commitment to connection before correction, regulation before reasoning and restoration over punishment.

Parents and carers know their children deeply and are essential partners in their education. We welcome questions, concerns and respectful challenge.

In return, we expect everyone within our community to treat one another with dignity and respect - including when we disagree.

This Code exists to ensure that children remain at the centre, families feel heard, staff are respected and our school remains a safe and welcoming place for everyone.

Our shared responsibility is simple: to model for our children the Respect, Kindness and Perseverance we expect from them every day.

For the purpose of this Code, parents and carers include anyone with parental responsibility and those responsible for caring for or collecting a child.

2. Working Together

At Franciscan, we value our relationships with families. We want parents and carers to feel welcome, listened to and confident in approaching us.

As a school, our professional responsibility is to educate, safeguard and support the children in our care. Our conversations, decisions and use of school resources must therefore remain focused on what children need to be safe, learn, belong and succeed.

Our Shared Expectations

You can expect us to:

- listen and take concerns seriously
- communicate with kindness, respect and professionalism
- keep children's safety, education and wellbeing at the centre
- respond thoughtfully and within reasonable timescales
- consider individual needs, including SEND
- explain decisions and next steps where appropriate
- provide or signpost additional support when it is needed

In return, we ask families to:

- communicate respectfully with staff, children and other families
- bring school concerns directly to us
- allow staff appropriate time to understand and respond
- respect the professional role and judgement of school staff
- respect the privacy of other children and families
- keep children away from disagreements between adults
- follow agreed arrangements for communication and meetings
- work with us towards solutions that support children

These expectations reflect the partnership with families already established within our Relational Behaviour Policy.

Behaviour Is Part of Learning

School is a place for learning - and that includes learning how to behave, communicate, manage emotions, resolve conflict and repair relationships.

Children will sometimes make mistakes.

They may fall out, become dysregulated, make an unkind choice or respond to a situation in a way that needs adult support.

When this happens, our responsibility is not simply to ask what punishment should follow. We need to establish what happened, keep everyone safe, address harm and help children learn what to do differently next time.

Our approach is:

Understand → Take Responsibility → Repair → Learn

A restorative response does not mean that behaviour is ignored or that there are no consequences. It means that our response is designed to teach, protect and reduce the likelihood of the behaviour happening again, rather than relying on consequences alone.

This reflects our Behaviour Policy's emphasis on connection before correction and restoration over punishment.

Understanding Individual Needs and SEND

Every child is different.

Some children, including those with special educational needs and disabilities (SEND), may need additional support to communicate, regulate, understand social situations or manage their behaviour.

Children do not all experience school in the same way.

Fair does not always mean the same.

We consider a child's age, development, individual needs, SEND, circumstances and the impact of their behaviour when deciding how best to respond.

Reasonable adjustments and additional support do not mean that unsafe behaviour is accepted. They enable us to maintain appropriate expectations while helping children develop the skills they need to participate safely and successfully in school. This is consistent with the approach to SEND and reasonable adjustment in our Relational Behaviour Policy.

We also have a duty to protect every child's privacy. We will therefore not always be able to tell another family what consequence, intervention or support has been put in place for an individual child. This does not mean that no action has been taken.

When Something Happens Between Children

If your child has been affected by another child's behaviour, please tell us.

We will:

- establish what has happened
- ensure children are safe
- consider the needs of everyone involved
- recognise and respond to harm
- support children to take appropriate responsibility
- teach and reinforce expected behaviour
- consider additional support where needed
- repair relationships where this is safe and appropriate

- monitor what happens next

We ask families to allow school staff to manage incidents involving pupils. Parents and carers should not question, confront or discipline another person's child.

Where difficulties are primarily between adults, we will consider whether there is an impact on a child. Our involvement will remain focused on children's education, safety and wellbeing and on maintaining a safe school environment.

Working with Other Families

When an incident involves children from different families, the school will communicate and work with each family separately.

We will not bring parents or carers together to resolve disagreements, challenge one another, establish blame or discuss another child's behaviour. This protects children's confidentiality, reduces the potential for further conflict and keeps our work focused on the needs of the children involved.

We will work with each family to listen to concerns, support their child and explain the next steps we are able to share.

Parents and carers should not approach, confront or attempt to resolve an incident directly with another child or their family on or around the school site.

Where difficulties exist primarily between adults, the school will consider any impact on the children involved. Our role will remain focused on children's education, safety and wellbeing and on maintaining a safe and respectful school environment.

3. Raising Concerns and Getting Support

Raising a Concern

We want families to talk to us when something does not feel right.

Raising a concern is an important part of a positive home-school relationship and does not automatically mean making a formal complaint.

Where possible, concerns should first be raised with the member of staff closest to the matter. Depending on the issue, this may then be supported or escalated internally to an appropriate member of the Leadership or Headship Team.

We will listen, consider the information available and explain what will happen next.

Where a concern cannot be resolved through normal school communication, or a parent wishes to take the matter further, families can follow the Graveney Trust Raising a Concern Policy, available on the school and Trust website.

This gives families a clear and transparent route for concerns while allowing issues to be resolved at the most appropriate level wherever possible.

When Conversations Become Difficult

We understand that concerns about children can bring strong emotions.

Strong feelings are understandable. Disrespectful or unsafe behaviour is not.

If a conversation becomes heightened, staff may pause it, move it to a more appropriate setting, involve a senior colleague or arrange another time to continue.

Pausing a conversation is not a refusal to address the concern. It allows everyone to return to the issue safely and constructively.

Working With Other Services

Sometimes a child or family needs support beyond what the school can provide alone.

Where appropriate, and in accordance with safeguarding, consent and information-sharing requirements, we may work alongside or signpost families to relevant services.

This may include support relating to:

- SEND
- health and emotional wellbeing
- attendance
- family support
- Early Help
- social care
- safeguarding
- housing or community support
- other specialist services

Our role may include listening, identifying need, helping families understand available support, making appropriate referrals and working alongside professionals involved with the child.

Our aim is not to make families feel passed from one service to another. It is to help ensure that the right support comes from the people best placed to provide it.

Where there is a safeguarding concern, the school will follow its safeguarding responsibilities and may need to share information or make a referral without consent where this is necessary to protect a child.

4. When Expectations Are Not Met

Being relational does not mean accepting behaviour that causes harm.

We will always seek to understand what has happened and restore positive relationships where possible. We also have a responsibility to protect children, staff and families and to ensure that staff can carry out their professional duties safely.

Conduct We Cannot Accept

This includes:

- shouting, swearing or abusive language
- threats, intimidation or aggressive behaviour
- discriminatory or derogatory language
- harassment or repeated unwanted contact
- physical aggression, fighting or assault
- confronting, questioning or disciplining another person's child
- confronting or pursuing another family
- involving children in adult disagreements
- deliberately disrupting lessons, meetings, events, arrival or collection
- abusive or threatening calls, emails, messages or online communication
- damaging school property
- entering restricted areas without permission
- refusing a reasonable request intended to maintain safety
- behaviour that causes a child or adult to feel unsafe

These expectations apply on school premises, around arrival and collection, at school events and, where there is a direct impact on our school community, online

How We Respond

Our response will be proportionate to the behaviour, its impact, frequency and level of risk.

Reconnect

Where appropriate, we will begin by seeking to understand and restore positive communication. This may include a conversation, clarification of expectations, support or reasonable adjustments.

Refocus

Where concerns continue or have a greater impact, a senior leader may become involved.

We may agree:

- a structured meeting
- clear expectations
- a named point of contact
- agreed methods or frequency of communication
- written confirmation of expectations
- a review period

Protect

Where behaviour is serious, repeated or presents a risk, the school may:

- end a conversation or meeting
- ask an individual to leave
- require meetings to be arranged in advance
- require a senior leader to be present
- identify a single point of contact
- change how communication takes place
- issue a formal written warning
- undertake a risk assessment
- seek advice from Graveney Trust
- involve relevant external services
- contact the police where appropriate
- restrict access to particular areas or activities

- consider restricting access to the school site

Where there is an immediate risk, protective action may be taken immediately. The school does not need to progress through each stage first.

This maintains the proportionate approach contained within the existing Parent Code, including discussion, formal warnings, Trust involvement, external authorities and restrictions where necessary.

Recording Concerns and Incidents

Significant concerns and incidents may be recorded by the school.

Records will be factual, proportionate and objective and may include:

- what happened
- when and where it happened
- who was involved or present
- the impact
- actions taken
- support offered
- expectations communicated
- agreed next steps

This reflects our wider relational approach to recording: describing what happened without emotion, assumption or bias.

Information will be managed in accordance with the school's safeguarding, confidentiality and information-management responsibilities.

Safeguarding

The safety and wellbeing of children will always take priority.

Where the conduct of an adult or conflict within the community raises a safeguarding concern, the school will follow its safeguarding procedures and work with appropriate services where required.

Our Shared Commitment

Our Parent & Carer Code of Conduct is ultimately about the culture we create for our children.

Children notice how adults speak to one another. They see how we manage disagreement, how we respond when something goes wrong and whether we can listen, reflect and repair.

We want them to see adults modelling the same values we ask of them every day:

Respect • Kindness • Perseverance

Achieving Excellence Together does not mean we will always agree. It means that, even when we disagree, we keep children at the centre, treat one another with dignity and work together to find a positive way forward.

Version	Date Reviewed	Reviewed By	Summary of Changes	Next Review Date
1.0	September 2025	Headteacher	Initial policy created	September 2027
2.0	September 2026	Headteacher	Revised policy	September 2028