

# Fiveways School

## Parent and Carer Partnership Policy and Code of Conduct



### Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
2 yearly	September 25	Swavek Nowakiewicz	Sept 2027

### Policy Ratification

Role	Name	Signature	Date
<b>Chair of Governors</b>	Malcolm Gulliver	Signed at meeting	12.09.25
<b>Head Teacher</b>	Swavek Nowakiewicz	Signed at meeting	12.09.25

### Details of Policy Updates

Date	Details
June 2023	Policy updated and code of conduct added
September 24	Parking information and code of conduct added. New Ofsted comment added.
September 2025	Additional wording in working with parents and carers section and Appendix 3. Updating My Child At School communication method.

**OFSTED 2024-** The school is highly ambitious for all pupils. It is aspirational for pupils' social, emotional and educational development. The vision of the school enables and supports pupils, including children in early years and students in the sixth form, to engage in the world beyond school exceptionally well.

### **Principles / Beliefs**

This policy is based in the following principles:

- Confidentiality
- Parents and Carers as Partners - It is believed that children will develop better if parents/carers and school work as equal partners. The SEND Code of Practice highlights the importance of this partnership. Working together we are better.
- Effective communication - We communicate with parents/carers to ensure we all have the same purpose in mind; the needs, development and progress of the children. We welcome parents/carers into school at mutual convenient planned times. We aim to achieve an effective balance between parent/carer access to the school and potential distractions to the teaching process. It is important that the teacher remains the focus point for any communication.
- Respect – parents/carers will be treated with courtesy and respect. In return we would ask parents/carers to treat all school staff with courtesy and respect. Fiveways School adopts a zero-tolerance policy towards adults showing physically or verbally aggressive behaviour.

### **Aims**

- To acknowledge and draw on parent carer knowledge and expertise in relation to their child.
- To encourage parent carer voice and participation.
- To provide support for parents and carers to maximise the educational achievement of their child.
- To provide educational advice and practical guidance.
- To present pupil progress and achievement in a clear and accessible way.
- To encourage parent/carer involvement with the whole school community.

### **Supporting Parents and Carers**

There is a Parent and Family Support Adviser (PFSA) who works with children, families, and other agencies to improve pupil participation and learning opportunities. The aims of the role are:

- Strengthen and increase communication between home and school & support parents/carers who find school difficult to engage with.
- Work with families to improve pupil attendance and achievement.
- Raise parent's/carer's awareness of outside agencies offering help and advice.
- Encourage parents/carers to take an active part in their child's education by offering opportunities for parents/carers to work with their child in school and at home.

Further details are available via the school's website, school office or by contacting the PFSA direct, Mrs Kayleigh Dorricott on 07593551643 or email [kdorricott@fiveways.school](mailto:kdorricott@fiveways.school).

## **Working with Parents and Carers**

The school aims to actively involve parents/carers as partners within the education and progress of their child.

Parents/carers are actively encouraged to:

- Contribute to the formulation and review of their child's education. This process is centred on the system of annual review of EHCP with a focus on co-production of Personal Learning Goals (PLGs).
- We encourage parent carers to support their children's learning at home by working with the teacher on agreed PLG's that can be practiced and achieved at home.
- Support their child's communication as this forms a central part of their learning and curriculum. We actively encourage parent/ carers to ensure **all** communication systems **consistently** transition daily between home and school.

For some children a communication system may require the use of electronic based devices, for example, iPads. As a result of assessment, a trial communication device may be recommended. The trial period is a maximum of two years, after which families must provide a designated device for communication either self-funded or through funding applications. Support for funding applications can be requested. The device will transition across home and school to ensure the child always has access 'to their voice' and **fully charged at the start of the day**. Any communication device or equipment will be covered by home insurance upon signing an agreement – See Appendix 3.

## **Parent and Carer Views**

The school will regularly seek parent/carer views on a range of topics affecting pupils' education in a range of ways e.g., questionnaires, surveys and verbal discussion. Feedback is valued, responses seriously considered and appropriate action taken. We are committed to the highest possible level of partnership with parents/carers and are always open to new suggestions on how we can improve.

## **Methods of encouraging and maintaining communication with parent and carers:**

As a school we liaise with individual families, parents/carers to select the most appropriate forms of communication.

- Communication between teachers/class and parents via My Child At School app.
- Email: [office@fiveways.school](mailto:office@fiveways.school)
- Phone: 01935 476227
- Text / Email Message service – My Child At School
- Letters
- Telephone calls
- School Website [www.fivewaysschool.co.uk](http://www.fivewaysschool.co.uk)
- Parents/carers visiting school
- Dropping off and picking up children
- Home visits
- User friendly and translated information as appropriate
- Annual reviews
- Meet the Teacher
- Informal Meetings
- FoFSA (Friends of Fiveways School Association). This is our Parent Teacher Association.

- Parent/Carer Coffee Mornings
- Parent/Carer Training
- Home School Agreement
- School overview information to be found at: [www.fivewayschool.co.uk](http://www.fivewayschool.co.uk)
- School Facebook page
- Parent/Carer Facebook private group - locate the group on Facebook and ask to join this private page to get first hand advice and guidance from other parent/carers.

### **Grievances and complaints:**

Guidance is available in the "Parental Grievance and Complaints Policy". Somerset SENDIAS offer impartial information advice and support for families, [somersetsend.org.uk](http://somersetsend.org.uk).

## Appendix 1

### Parent and Carer Code of Conduct

#### 1. Purpose and scope

At Fiveways School, we believe it's important to:

- Work in partnership with parents/carers to support their child's learning
- Create a safe, respectful and inclusive environment for learners, staff and parents/carers
- Model appropriate behaviour for our pupils at all times
- Work together to get the best outcomes for our learners
- Communicate openly and respectfully if and when there are challenges or problems

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and learners (through our behaviour policy).

This code of conduct aims to help the school work together with parents/carers by setting guidelines on appropriate behaviour.

We use the terms 'parents' and carers to refer to:

- Anyone with parental responsibility for a pupil.
- Anyone caring for a child (such as grandparents or child-minders).

#### 2. Our expectations of parents and carers

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
- Approach the right member of school staff to help resolve any issues of concern

**3. Whilst we are confident that all parents and carers will work in respectful partnership with us, it is important to be clear that certain behaviours will not be tolerated. These include:**

- Disrupting, or threatening to disrupt, school operations (including events on the school grounds).
- Swearing, or using offensive language.
- Displaying a temper, or shouting at members of staff, pupils or other parents/carers
- Threatening another member of the school community.
- Sending abusive messages to another member of the school community, including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- Use of physical punishment against your child while on school premises
- Any aggressive behaviour (including verbally or in writing) towards another child or adult

- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- Smoking or being under the influence of alcohol or drugs on the school premises (unless alcohol has been allowed at a specific event)
- Persistently use a mobile phone on the school site when asked not to do so

#### **4. Breaching the code of conduct**

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Discuss the situation with the parent/carer
- Invite the parent into school to meet with a senior member of staff or the Headteacher
- Send a warning letter to the parent/carer
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the local authority's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent/carer from the school site

Our aim is always to find a peaceful and acceptable solution to all issues and disagreements.

The school will always respond to an incident in a proportional way.

The final decision for how to respond to breaches of the code of conduct rests with the Headteacher. The Headteacher will consult the chair of governors before banning a parent from the school site.

#### **PURPOSE AND SCOPE**

Staff and governors at Fiveways School are very fortunate to have a supportive and friendly community. Our parents/carers recognise that educating pupils is a process that involves partnership between parents/carers and the school. We welcome and encourage parents/carers to participate fully in the life of our school and we will act to ensure it remains a safe place for all to learn and work. The vast majority of the parents/carers are keen to work with us and are wholly supportive of the school's work. If a parent or carer has concerns we will always listen and seek to address them in a timely manner. We expect all members of our school community to behave in a reasonable way but sadly, there are occasions, albeit rarely, when behaviour by parents/carers and visitors to the school is considered unacceptable. This appendage outlines the steps that will be taken in those circumstances.

#### **VISITORS CODE OF CONDUCT**

In addition to following the guidance set out in our Home-School Agreements, we expect visitors to:

- Understand that both teachers and parents/carers need to work together for the benefit of the pupils.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour.
- Seek to clarify a pupil's version (where possible) of events with the school's view in order to bring about a peaceful solution to any issue.
- Approach the school as soon as possible to help resolve any issues of concern.

## **TYPES OF UNACCEPTABLE BEHAVIOUR**

In order to support a peaceful and safe school environment the school cannot tolerate parents/ carers and visitors exhibiting the following:

- Disruptive behaviour or disorderly conduct which interferes or threatens to interfere with the operation of a classroom, office or any other area of the school grounds
- Using loud/or offensive language, shouting, swearing, cursing, using profane language, attempting to physically intimidate, use of aggressive hand gestures or displaying temper
- Threatening to harm a member of school staff, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence
- Damaging or destroying school property
- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications
- Defamation of the school or staff character on Facebook or other social network sites
- The use of physical aggression towards another adult or child
- Approaching someone else's child in order to discuss or chastise them because of their actions towards your own children
- Smoking and consumption of alcohol or illegal drugs on school premises.
- Persistent use of a mobile phone

## **STEPS TO BE TAKEN IF AN INCIDENT OCCURS**

### **STEP 1: VERBAL WARNING**

The Headteacher (or member of SLT) will speak to the person or persons perpetrating such an incident, privately. It will be put to them that such behaviour is unacceptable, and an assurance will be sought that such an incident will not be repeated. If staff experience abusive or threatening telephone calls, they will cease the conversation immediately. If staff experience abusive or threatening behaviour from families when they are dropping or collecting pupils, a member of staff will report this to a member of SLT as soon as possible. It will be stressed on these occasions that repetition of such an incident will result in further, more serious action being taken. If the Headteacher has been subject to abuse this will be done by the Chair of Governors (or another appointed governor).

### **STEP 2: WRITTEN WARNING**

If a second incident occurs involving the same person or persons, the Headteacher will write to the adult(s) informing them once again that this conduct is unacceptable. As for Step 1, if the Headteacher has been subject to abuse this will be done by the Chair or Governors or another appointed governor. NB: Any incidents of violent conduct would immediately proceed to step 5. Any act of actual or threatened violence will be referred to the police immediately. See example letter **appendix 1A**.

### **STEP 3: FINAL WRITTEN WARNING**

If a third incident occurs involving the same person or persons, the Headteacher, Chair of Governors or other appointed independent governor, will write to the adult(s) giving a final warning that this abusive and threatening behaviour is unacceptable, and that a repetition of this conduct will leave the governors no option but to take further action.

#### **STEP 4: EXCLUSION FROM SCHOOL PREMISES**

If such an incident recurs or if an initial incident is considered serious enough, the Chair of Governors (or other appointed governor) would enforce an exclusion from school premises.

#### **STEP 5: REMOVAL BY POLICE**

If, following a decision to exclude a person 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 1986. All parents/carers, even if excluded from school premises, are not excluded from their rights to access to school and have a right to seek an appointment to speak to school staff about their child's educational progress.

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Example letters:

**Initial warning letter from the Headteacher**

Dear [parent/carer name],

I've received a report about your conduct on [time and date].

[Summary of incident, including location, and the effect on staff, pupils and other parents/carers.]

If the incident is minor:

This behaviour is not in keeping with our parent code of conduct. [Please find a copy attached to this letter.]

If the incident is more serious, :

As written in our parent and carer code of conduct, we do not tolerate this kind of behaviour in our school. [Please find a copy attached to this letter.]

We believe that all staff, pupils and parents/carers are entitled to a safe, respectful and inclusive environment, and that parents/carers are as responsible for creating this environment as school staff.

Further breaches of the code of conduct may result in a ban from the school premises.

I'd like to invite you in to school to discuss this incident, and how we can work together to prevent similar issues in the future.

Please contact the school office on [phone number] to book an appointment.

Yours sincerely

Headteacher

## Letter- banning a parent from the school site

Dear [parent/carer name],

I am writing to inform you that, after consultation with the chair of governors, I am banning (period or permanently) you from the school site until [date].

Despite previous correspondence and conversations about your conduct, there have been further breaches of our parent code of conduct.

Details of the incidents, including dates, locations, and effects on staff/pupils/other parents/carers for every relevant incident.

If you do not comply with the ban, I will arrange for you to be removed from the grounds and you may be prosecuted under Section 547 of the Education Act 1996.

If you would like to raise a complaint, you can do so using the school's complaints procedures, which are available on our website.

Yours sincerely

Headteacher

## Appendix 2

### PARKING CODE OF CONDUCT

Almost 20% of the school's population is arriving at school via parent transport. This code of conduct has been introduced to ensure the safety of all, especially the pupils. It should also help the school's efforts to manage very busy times at the beginning and at the end of the school day.

Parking on our school site can be challenging at times. To alleviate congestion, we kindly ask that you park offsite whenever possible and walk your children to the school.

Below is a code of conduct that should be observed by all people parking in Fiveways School. If someone other than yourself collects your child/children, please make them aware of this code of conduct.

Fiveways School is a very busy place especially during pupils drop offs and collection. To support our staff and our pupils we ask parent to:

- Park their car safely and courteously in a manner that will not interfere with the flow of traffic in Fiveways School.
- We have designated seven parking spaces at the top of the school specifically for parents and carers. If these spaces are full, please park further down the car park. Additionally, please avoid blocking other vehicles or double parking unless directed by a designated member of staff.
- The school day starts at 8:50am. Please do not arrive with your child earlier than 08.40 please stay in your vehicle and walk your child to the main hall as close to 8:50am as possible.
- We regret to inform you that staying on the school site after drop-off time is not feasible due to our commitment to maintaining a safe and structured environment. We ask that after you drop off your child, you leave the site as soon as possible unless other arrangements have been made with the school. We understand that some of you would like to socialise with other parents, which is great to see so, for those who wish to socialise, there is a café conveniently located just outside the school gates, where you are welcome to gather.
- The school finishes at 15:15. Please do not arrive to collect your child before 15:00, please remain in your vehicle and walk to the main hall as close to 15:15 as possible. This will help our staff to better manage other pupils' transitions.
- If you anticipate arriving before these designated times, we kindly ask you to wait somewhere that does not disrupt the traffic entering and leaving the school site or cause a nuisance to nearby houses or road users. Exceptions will be made for any prearranged drop-off or pick-up times arranged directly with our office.
- If you visit us between 9:30am and 2:30pm you can park in the parking bays allocated for buses. Outside specified times parking in the bus bays is prohibited.
- Please note that there is strict **no mobile phone policy** for parents/carers and visitors when on the school's premises. This includes school grounds and the school building.
- When requested take directions from a senior member of staff on duty. You will recognise them as they wear high visibility jackets/waistcoat.
- Raise any concerns with a senior member of staff on duty or a member of admin team.
- Ensure that anyone (i.e. grandparent, friend, relative or child-minder) who may drop off or collect your child is aware of the code of conduct.



## Appendix 3

# Fiveways School

*A Specialist School for 'Communication and Interaction'*

*Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*



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Website: <http://www.fivewayschool.co.uk>

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### **Agreement relating to communication equipment (Owned by the individual/family).**

Parent/Carer Name: \_\_\_\_\_

Equipment: \_\_\_\_\_

For the sole use of: \_\_\_\_\_

- I confirm that the voice output communication device (VOCA) is my son/daughter's own device and used solely for communication purposes.
- I will ensure the device is maintained and charged.
- I confirm that I will take responsibility for any repairs and replacement costs of the device and software across settings including home, community and on transport.
- I understand that in school there is an increased risk of damage or loss to equipment when in at school.
- The school will take reasonable precautions to prevent or minimise loss or damage to the equipment.
- The school will only accept liability for those devices with robust case and screen protector.
- In the event of damage or loss of equipment by the child owning the device, the school will not be liable to meet repairs and replacement costs of the device and software
- I agree for the device to be put onto guided access when in school.

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

School representative signature: \_\_\_\_\_

Date: \_\_\_\_\_