

Holly Park School Universal Offer for Parent/Carer Communication & Engagement (DRAFT)

At Holly Park we pride ourselves on our positive relationships with parents. Parents continually tell us that our school has a warm, friendly, community feel where diversity is celebrated. Ofsted 2024 reported that Holly Park is a welcoming school where pupils are happy and safe. Pupils are proud to be a 'Holly Parker'. They enjoy school and all the exciting opportunities. Pupils support each other well and help to create a harmonious school community.

We believe that education works best when school and families work in partnership. Our universal offer sets out what every parent and carer can expect from us —**communication, collaboration, engagement, support** and commitment to every child's success and wellbeing ensuring transparency and inclusion. We want our families to be involved in their child's learning journey.

This offer is aligned with national policy as outlined in the forthcoming Schools White Paper, with regard to the schools' communication and engagement with families and our desire to see parents as partners in their children's learning.

At Holly Park we are keen to Engage with our families through: **Communication, Collaboration, Participation and Support** (See Poster Appendix 1)

This offer is also aligned to our Home School Agreement. (Appendix 2) and our Parent Code of Conduct (Appendix 3)

Our school website is full of information on lots of school wide topics and is often a good first port of call for parents who want to find out information. Calling the school office can also provide answers to parent questions.



Communication (clarity, consistency and transparency)

We want to ensure that families feel informed and included.

How We Communicate with Families:

Regular Communication Channels

- **Weekly newsletters** – to share key dates, curriculum news, and celebrations.
- **Termly class curriculum overviews** – outlining what your child will learn over the term including trips, special days, PE days and Homework days.
- **Termly Holly Park Highlights** – A termly celebration of key events across the term
- **Monthly Online Safety Newsletter** – Online safety tips for parents
- **Consultation Meetings** – held twice a year, with additional informal appointments available on request.

- **Annual written report** – summarising your child’s achievements, progress, and next steps.
- **Digital Platforms** (e.g. text messages, emails and School Money) – for ongoing updates and messages.
- **School Website** – key information, policies, learning, news, calendar and dates.
- **Social Media** – (Facebook & Instagram) for upcoming events and celebrating successes and events
- **Information Meetings** – (In person & Zoom) Sharing curriculum, behavior, wellbeing, behaviour, SEND and Personal Development information - helping parents to support their children.
- **Transitions** – as children join nursery or Reception we hold parent/carer information meetings. We also have an information meeting that is emailed to families. We send out a social story booklet for children that can be shared over the summer before children join the school. There are opportunities in stay and play sessions for families to come and spend time in the new school environment. We also hold home visits or school visits for each individual family so that they can share information about their child and ask questions in private.
Our teaching and learning policy outlines how we support children at various times of transition within their school journey. Every year at the point of transition, parents/carers are emailed a letter outlining what they can expect for their child in the next academic year group. This letter is called ‘What to expect in Year’ At the start of each academic year there is an online ‘Meet the teacher’ meeting for parents/carers to meet the new class teachers and to find out information about the year. This is accompanied by a ‘Meet The Teacher’ pack which has lots of information for parents/carers to keep and refer to e.g staffing, lunches, homework, RSE policy and Frequently asked questions etc For secondary transition, we hold a meeting for parents/carers when children are at the end of Year 5 to explain the secondary transfer process. Information about the process is also shared with parents via email.
- **Key Information Meetings** – At various points of a child’s educational journey there are times where we share important information with parents/carers. E.g Reception phonics meeting, EYFS curriculum meeting, Year 1 Phonics Meeting, Year 6 National Test Meeting, Year 6 Sex and Relationship Education meeting.
- **Dates Information** – We feel it is important for parents to have as much notice as possible of important school events so that they can plan ahead. We send out a termly dates list of key dates for parents across the term. There is a Google calendar with dates on the school website. The newsletter has a list of upcoming dates for the next fortnight.
- **Data** – at the end of each school year, parents are emailed an annual report. Included in this report parents are given attendance data for their child and academic data about how their child is achieving in reading, writing and maths at the end of the school year. At other points in the primary school journey data will be shared with parents with regard to key national assessments: Reception Profile, Year 1 Phonics Check, Y4 Multiplication Check, Year 6 National Tests. As a school we do store educational related data about pupils as required by the Local Authority and the Department for Education. More information about this can be find in our GDPR Data Protection policy and in our GDPR Privacy Notice for Pupils and their Families.
- **Google Classroom** – we use this platform to communicate with parents about the weekly homework. Although children may bring home the actual tasks to do on paper or in books, the instructions telling parents what the homework is, is put on Google Classroom each week.

Responsive Communication

We provide several ways that parents can initiate communication with the school.

- **Phone calls** – parents can call the school office if they have questions or need to pass on information. Out of school hours there is an answer machine where messages can be left.
- **Emails** – If parents have longer questions they can email the school office at office@hollypark.barnetmail.net. These may be general questions or may be for the class teacher. Class teachers will not email parents directly but will pass email responses through the school office email. Staff will respond to emails or messages (through the school office) within a week.
- **Absence** – If children are unwell or there is a planned absence, parents/carers should email the school at absence@hollypark.barnet.sch.uk
- **Informal Discussion** – at the end of the school day, class teachers greet parents and are able to have brief informal discussions once they have safely dismissed all of their pupils. These times are for quick information sharing or discussions that are no more than 15 minutes in length. If more time is required, it would be necessary to make an appointment time with the teacher. Drop off in the morning is not a time when class teachers can speak to parents as they need to be with their class.
- **Staff at the School Gate** – we have staff positioned at the entrance for pupils each morning and at the gate at the end of each day. The purpose of this is to meet and greet our families. It is not possible for these members of staff to engage in any lengthy discussions at these times. It is possible however to pass on quick information or ask a quick question e.g. Is it odd socks day tomorrow? What time does school finish tomorrow? My child fell over on the way to school and is feeling upset. If parents/carers need a longer conversation they should contact the school office and arrange an appointment to speak to the appropriate person.
- **Urgent behavior, safeguarding or wellbeing issues** - these are dealt with as soon as is possible by members of SLT and our Learning Mentor.

We will always listen carefully to parent/carer concerns and work together to find solutions.

Accessible and Inclusive Communication

- Information will be provided in clear, jargon-free language.
- Our website translates the main information displayed into many different languages.
- We hold inclusive coffee mornings for parents/carers who share the same language so that they can share information, make Whatsapp Groups to support each other and appoint Ambassadors. We have done this so far for our Albanian, Farsi and Turkish families which are the largest groups at the school.
- We will make reasonable adjustments for families with accessibility needs.

Linked to National and Ofsted Expectations:

- We aim to meet the White Paper's call for "*clear expectations for how schools communicate with parents.*"
- Supports Ofsted's evaluation of "*effective communication and engagement with parents.*"



Collaboration (co-operation, partnership and teamwork)

We want our families to feel connected and valued as partners in a shared journey

How We Work in Collaboration with Families:

Direction, Community and Fundraising

- School governors work with the Headteacher and Leadership Team to set the school's vision and strategic direction, overseeing financial performance and holding the school to account for educational outcomes. At Holly Park we have a large group of parent governors. There are spaces for six parent governors.
- The School has an active PTA which every parent is a member of. There is a PTA committee who work with the Headteacher. The main aim of the PTA is to advance the education of pupils and to enhance the overall experience of pupils by fostering a strong and supportive link between parents, teachers, and the wider school community who work together to bring this about. The PTA works closely with the Headteacher to raise much needed funds for the school and to support a very positive community feel.

Feedback and Opinion

- The Parent Council/ Forum groups are a body of parents who represent the parents of children in each class. It is a focus group that provides a forum for parents to give feedback and opinions to the Senior Leadership Team for matters that the Leadership Team would like to seek parental views on. The feedback will help to shape decisions made by the Senior Leadership Team.
- The SLT make phone calls annually to a random selection of parents in each year group to find out about how they feel about the school. This feedback helps to confirm things that are going well and also to consider areas for improvement.
- Ofsted style parent surveys help the school to consider areas of strength and areas that may need more attention.
- Specific directed parent voice questionnaires help the school to make informed decisions based on parental opinion. E.g What topics/themes of workshops parents are most interested in, when parent meetings should be timed, If we should maintain two residential trips in the future etc
- Informal coffee mornings aim to give an opportunity for parents to discuss what is going well and any problems or difficulties they are having or any further clarification they need on certain issues.

Supporting Pupil Progress

- Parents/Carers are invited to two consultation evenings per year. Pupils are also invited to these meetings. The idea is for the teacher, parent/carers and child to work together to discuss strengths and areas for development in terms of academic achievement and progress, behavior, attitude, homework etc.
- Parents/Carers of SEND pupils with EHCPs work together with the SENCO, class teacher and Teaching Assistants to discuss how the pupil is progressing at the annual review meetings. Everyone shares their views on targets and they set new targets for the next academic year. Pupils are also invited to the meetings to give their views and be involved in the process. The SENCO is available via email and telephone to discuss issues that may arise during the school year,
- Carers of Looked After Children work together with the Designated Lead for Looked After Children, class teacher and social workers to discuss how the pupil is progressing at regular PEP meetings. Everyone shares their views on targets and they set new targets for the next academic year. Pupils are also invited to give their views and be involved in the process. The DSL for Looked After Children is available via email and telephone to discuss issues that may arise during the school year,



Participation/Engagement (taking part, involvement and contribution)

We want our families to feel confident and comfortable participating in the life of the school.

How We Encourage Families to Participate in The Life Of The School:

Volunteering

- The School has an active PTA which every parent is a member of. The PTA works closely with the Headteacher to raise much needed funds for the school and to support a very positive community feel. Parent/Carers are encouraged to get involved in a variety of ways – as committee members, as volunteers at events, helping to plan events, sending in donations for events, being on stalls at events or attending events and spending money to support the school. This is also an opportunity for the celebration of cultural diversity and community involvement.
- Every year group go on several trips each year. We usually rely on parent volunteers to accompany these trips.
- Children in KS1 and KS2 go to Forest School. We rely on parent volunteers to help with this – walking the children down to the woods and back and supporting the children with the activities while they are there.
- Every year group has a couple of curriculum days across the school year. For some of these days we hire in a specialist company and we rely on parent volunteers to support the children doing an array of activities on the day. Eg Roman Day, Viking Day, The Great Fire of London.
- We ask for parent/carers volunteers to support some of our children with reading on a weekly basis, Parents/Carers are given training from our reading lead and have the necessary DBS checks in order to come into school and spend an hour each week working with children on their reading skills.

Attending Special Events

- There are opportunities for pupils to take part in performances every year and we encourage parents to come and watch and share in the joy of these events, watching children shine through singing, dance and acting. Reception, Year 4 and Year 5 do an assembly. Year 3 do the nativity. Year 1 and Year 2 do a show based on a children's book. Year 6 do a show at the end of their time at Holly Park.
- Every term we encourage parents to come into the classrooms and join our 'Read Together In Class' sessions – listening to children read or reading a book to a group of children.
- We hold various events where we encourage parents to come in to school and meet each other and participate in events e.g our Cultural Day Coffee Afternoon to share food from different parts of the world. These events are an opportunity for the celebration of community diversity through inclusive events.
- Every year we hold separate KS1 and KS2 Sports days. We invite parents to come into school and to watch the children doing the various sporting activities. There is always a parent/carers race at the end!
- We also provide opportunities for children to showcase and celebrate their learning and achievements with their families e.g assemblies, writing exhibition etc

Education and Training

- We hold very regular parent workshops and meetings each term where we invite parents in to school to come and find out about what we are teaching children and how we are doing it so that parents can support their children at home. Past sessions have included: marking & feedback, playground games, maths four rules of number, the Zones of Regulation, Character Education, Reading, Memory and special educational needs in mainstream school. These meetings are done in person and then repeated later in the year online.
- Annually we invite a specialist company into school to do an online safety session for parents so that parents can keep up to date with the latest apps, trends, dangers and parent controls that children may be engaged in. The meetings support parents to keep their children safe online,

Early Years Activities

- We have a weekly playgroup for our families and local community. This is an opportunity for parents with under 5s to engage with other parents.
- Before children formally begin nursery and Reception, we invite families to come in to meet the staff, other families and to familiarize themselves with the new school environment at Stay and Play sessions.



Support (empathy, problem solving and assistance)

We want our families to feel supported with the resources, guidance, and encouragement they need to help their children thrive.

How We Support Families:

Academic Support

- Regular parent/carer workshops as mentioned above, help parents to know how they can support learning at home and supports parents/carers to understand the curriculum and teaching methods.
- Consultation meetings are an opportunity for teachers to inform families about how their child is doing at school and what can be done for their child to improve and take the next steps in their learning.
- We offer morning maths groups before the start of the school day for children from Year 1 to Year 6 who need extra support with number bonds, place value and multiplication tables.
- There is clear information about what children are learning each term in a termly curriculum newsletter emailed to parents.
- The website has year group pages where important information e.g half termly spellings, multiplication tables, power point presentations are posted. There is also a curriculum section of the website which outlines our curriculum in each subject and has a whole school curriculum map.

Pastoral and Emotional Support

- We have a Learning Mentor at Holly Park who supports children and families with social and emotional issues that arise.
- We have a Pupil Support Officer who is the main point of call for first aid and medication in the school so gets to know children and families very well. She is also our attendance officer and has a great deal of contact with families and can offer support and advice on attendance issues.
- We have a Pastoral Team who meet weekly to discuss pupils across the school and discuss and decide what support may be needed for different individuals.
- We have a large Safeguarding Team who support each other with issues as they arise and who speak to families about difficulties as they arise.
- We have a large team of key staff who are trained as Mental Health First Aiders who can support staff, children and parents. We also have a governor with responsibility for wellbeing.
- We have strong links with outside agencies such as BICs, Barnet Young Carers and Early Help. We are able to sign post parents to these agencies if necessary.
- We provide ongoing and consistent communication about attendance both generally in the newsletter and through emails and also with individual information to families about their child's attendance at various points throughout the school year. This information keeps families informed about how much time has been missed through absence and the effects it may have on academic progress and achievement.

Practical Support

- We offer a range of clubs both at lunchtime and after school that parents can sign children up for e.g dance, chess, karate, rugby, football etc
- We have a breakfast club from 7.45 to 8.45 every day so that parents/carers who need to get to work can drop children off earlier than the start of the normal school day
- We host an after-school club. Bellevue After School Club rent our space and provide after school care up to 6pm so that working parents/carers can collect children after the close of the normal school day.
- We regularly sign post families to holiday camps and local activities across Barnet in our newsletters. As often as we can we host holiday camps at school.

- We sign post parents to other Barnet Services in the local area e.g Free bicycle checking, free child car seat checking.
- Our Learning Mentor is a qualified Parent Gym trainer and we host parenting sessions twice a year. These sessions are friendly and informal and encourage parents to bring up issues they have and to share ideas with each other. Topics covered include bedtimes, behavior, anxiety etc
- Staff at the school gate each day can offer quick practical help if parents have queries or need to drop off medications, book bags etc
- Our school website has facility to translate key information about the school into other languages
- We provide individual support for families who may need help with routines, attendance etc as required.

Guidance

- We are able to refer families to specialist services that may include: GPs, Speech and language, BICS, Young Carers etc
- We have a fulltime SENCO who can support families when there are concerns that a child may have some difficulty accessing school and the curriculum. Our SENCO meets with families at consultation meetings, at individual meetings, to write Individual Education Plans or EHCPs. Our SENCO supports families when assessments are needed or when they need guidance moving to a more specialist education setting.
- Our SENCO works with our EYFS staff and families in order to make early identification of special needs so that children get the best start in their educational journey.
- There is clear information on how to access additional support, interventions, or advice from our SENCO on our school website in the Inclusion section. There are links to our SEND policy, SEND information report and our SEND intervention menu. There is also a link to Barnet local offer.
- Following our meeting for Year 5 parents about secondary transfer, staff are available to support parents with the choices they want to make for the next step in their child's education. Staff can help parents to complete the online form if this is needed.

What we expect from parents

We have a home school agreement that we need every family to read and sign when their child starts at the school. We also have a parent code of conduct that we hope all parents/carers will adhere to.

We would hope that every family will provide the school with moral support and will play a role in supporting the school and school decisions especially in front of their child.

We hope that families will have regard for the fact that 'the school' is not just a physical building but is made up of people who have feelings and emotions and who want the best for all of the children in their care. Any potential conflict has an impact on the staff.

We hope that parents will follow our school protocols. Unfortunately, sometimes there are sometimes parents who do not. These parents are Vexatious parents. Their behaviour can be:

Obsessive and excessive- sending numerous emails, making excessive phone calls, or sending lengthy letters that demand immediate or unreasonable responses.

Persistent and unreasonable - Insisting on pursuing complaints with no genuine grounds, seeking unrealistic outcomes, or demanding to speak only to the most senior staff regardless of the issue.

Aggressive or abusive: Making threats, being abusive, or using intimidating language towards staff.

Disruptive: Arriving at the school without an appointment to demand immediate meetings, refusing to leave the premises, or misusing procedures like Freedom of Information requests.

Unwilling to cooperate: Refusing to follow the school's established complaints policy or procedures, even after the outcome has been communicated.

The school has a vexatious parent policy to deal with these issues.

This Universal Offer is reviewed biannually by Senior Leaders and governors, informed by parent feedback and national guidance on parental engagement.

The school also has a complaints policy that parents can follow in the unlikely event that a situation or problem cannot be resolved successfully.

Document Control

Revision History

Version	Revision Date	Revised By	Revision
I.0	Autumn 2025	Ann Pelham	Written in preparation for the upcoming White Paper and after consultation/Audit with parents
I.1	Autumn 2025	SLT	Updated following the White Paper

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		
Chair of Governors	Clare Hegarty		

Distribution

Version	Shared with	Date
1.2	• Staff via school server • Staff via staff handbook (annually) • Staff via training • New Staff via induction meetings • Parents via Website • Governors via committee meetings • Safeguarding team meetings	

Review

Date for next review



HOLLY PARK
PRIMARY SCHOOL

Holly Park Engages with Parents



Communication

- Weekly newsletters
- Regular emails and texts
- The school website
- Consultation evenings
- Social media updates – Facebook & Instagram
- Early Years – home visits, school visits
- Information sharing meetings – the curriculum and more...



Collaboration

- Parent Council
- Parent Governors
- Surveys/Feedback – e.g end of year comments, SLT phone calls
- EHCP and PEP meetings
- PTA events and fundraising
- Coffee mornings
- Consultation evenings



Participation

- Volunteering opportunities
- School events - concerts, assemblies, Read Together
- Special events – e.g Writing exhibition, Cultural Day food experience
- Parent workshops & training
- Coffee mornings
- Playgroup
- PTA events
- Early Years – stay and play
- Helpers for trips, curriculum days, Forest school



Support

- Parent meetings on various topics e.g Online safety
- Parent Gym
- Learning Mentor
- Pupil Support Officer
- Pastoral Team
- Safeguarding Team
- Signposting to Barnet services
- SENCO for SEND support
- Staff at the school gate
- Translate the website into many languages



HOLLY PARK
PRIMARY SCHOOL

HOME – SCHOOL AGREEMENT

The parents, children and staff working together can be the most powerful force to help children learn and reach their potential. By signing up to this agreement we can build on the strong partnership that already exists at Holly Park School.

Mrs. Ann Pelham

Head Teacher

Child's Name: **Date:**

The Holly Park Staff will:

- Provide a secure learning environment for all children
- Encourage children to do their best at all times
- Encourage children to respect and care for their surroundings and each other
- Inform parents about the curriculum each term
- Keep parents informed about school activities through regular communication
- Inform parents of the children's progress through consultations and an annual report
- Provide homework according to school policy
- Mark and give feedback on each child's work in line with our marking policy.

Headteacher's signature



The Family will:

- Make sure their child arrives by 8.55 a.m. and is collected on time at the end of their school day
- Ensure that a school PE kit is worn on PE days and that correct school uniform is worn on other days
- Make sure their child attends regularly and provide a phone call of explanation if the child is absent. Families must phone the school office by 9.15 on first day of absence
- Support and encourage homework and ensure that books and equipment are returned on time
- Attend consultation meetings to discuss their child's progress
- Demonstrate a commitment to the wider opportunities offered by the school, including extra-curricular activities, concerts and performances
- Follow the parent Code of Conduct at all times
- Support their child's learning by attending meetings, workshops and other school curriculum events whenever possible
- Ensure school reading books are well looked after and returned
- Engage with and keep up to date with communication from the school

Parent's Signature

The Child will

- Try their best at all times
- Respect all adults in school and the other children
- Try to be friendly and helpful at all times
- Take good care of the equipment and the school's buildings
- Follow the school rules: Ready, Respectful, Safe
- Follow their class charter

Child's Signature



Holly Park School Parent Code of Conduct Policy

At Holly Park we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community. As a partnership, our parents will understand the importance of a good working relationship to equip

children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this Code of Conduct is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos of our school
- Understand that both teachers and parents need to work together for the benefit of their children.
- 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 child's version of events with the school's view in order to bring about a peaceful solution to any issue.
- Correct their own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour.
- Approach the school to help resolve any issues of concern.
- Avoid using staff as threats to admonish children's behaviour.
- Avoid use of mobile phones when on the school site – e.g when collecting or dropping off children, when talking to staff, at shows & concerts, at meetings or parent consultations.
- Collect children on time at the end of the school day or from clubs and after school care. If parents are unavoidably delayed we would expect a phone call to keep us informed.
- Dress appropriately when on school grounds.
- Take responsibility for the behaviour of other siblings who do not attend Holly Park.
- Show respect for school procedures and follow instructions at concerts, shows, sports days and other events. E.g Not talking through concerts, turning mobiles off, not putting photos/video on social media. These instructions are given in the best interests of the children and for reasons of health and safety.
- Refrain from putting images of Holly Park children (other than their own if they wish) on the Internet or social media. This includes school WhatsApp groups.
- Think about the health and safety of our pupils and refrain from parking or pulling up onto the double yellow lines on the corner of Holly Park Road and Bellevue Road during school pick up and drop off hours. They should also refrain from parking in the staff car park.

- Think about our neighbours when dropping off or picking up your child, ensuring that you're not parked over any driveways or disabled access bays.
- Refrain from entering pupil areas such as toilets, classrooms and other school buildings (e.g the Junior building) unless directed to by a member of school staff
- Show respect for the private lives of school staff and not ask questions about their private lives e.g sexual orientation, marital status, children etc

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

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches.
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper. This includes when waiting at the school gate ensuring that parents are modelling good behaviour to younger children waiting with parents.
- Threatening to do actual bodily harm to a member of school staff, governor, visitor, fellow parent/carers or pupil regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Being intimidating, undermining, accusatory or disrespectful to staff.
- Abusive or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook, Twitter or other social sites. (See Appendix I). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- The use of verbal aggression or abusive language towards another adult or child
- Approaching another parent or someone else's child in order to discuss issues or chastise them because of the actions of this child towards their own child. Please speak with the class teacher. It is much better for the teacher to speak to other parents. We ask you to do this as otherwise it can lead to unnecessary tension, worry, anger or upset between parents.
- Smoking and consumption of alcohol or other drugs whilst on school property.
- Dogs being brought on to school premises.

- Siblings who do not attend Holly Park should not be wandering around the school playgrounds, entering school buildings or showing aggressive behaviour (physical or verbal) to other parents, pupils or staff

Should **any** of the above behaviour occur on school premises (or outside the school gates) the school may feel it is necessary to contact appropriate authorities and **ban the offending adult from entering the school grounds.**

If a parent does attempt to discuss an issue with school staff in a threatening/disrespectful manner the member of staff will issue one warning regarding how they are experiencing the interaction, if the parent is unable to hear that warning and simply continues in that manner, the member of staff will terminate the conversation immediately, suggesting that the parent books an appointment to discuss the issue at a time when they are able to speak in a more respectful way. This is designed to support both staff and parents in good mental health management, modelling respectful conversations to our pupils in line with our policies.

We trust that parents and carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

We would expect that parents would make all persons responsible for collecting children aware of this policy.