School and Parent/Carer Partnership Agreement

St George's CE Primary School

Approved by:	[Name]	**Date:**	[Date]
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1. Introduction

This policy has been developed in collaboration between schools and Bolton Primary Heads, based on our shared experiences. It sets out the expectations for positive and respectful relationships in line with the values and principles upheld by everyone involved.

2. Purpose and scope

At St Georges, we believe it's important to:

- Work in partnership with parents to support their child's learning;
- Create a safe, respectful and inclusive environment for children, staff and parents;
- Model appropriate behaviour for our children at all times.

A strong relationship between parents and the school is vital to ensuring children feel safe and are not overwhelmed by stress or anxiety. By communicating openly and working together, we can build a community based on trust and respect.

To achieve this, we have set clear expectations and guidelines for behaviour for everyone in our community. This includes staff, as detailed in the staff code of conduct, and children, as outlined in our behaviour and motivation policy. These documents provide a framework that promotes a positive school environment and encourages personal responsibility.

This code of conduct serves as an unsigned agreement between the Parent, Carer, Visitor and St George's. Its aim is to help the school and parents work together by setting clear guidelines and expectations for appropriate behaviour, reflecting the caring ethos, values and vision of our school.

This agreement outlines what you can expect from us as a school, our expectations of parents and carers, and the behaviours we do not accept within our school community.

In this document, we use the term 'parents' to refer to:

- Anyone with parental responsibility for a child
- Anyone caring for a child, such as grandparents or child-minders

3. What you can expect from us

As a school, we will:

- **Provide a Welcoming Environment:** Create a friendly, bright, lively and happy place where children feel safe and enjoy growing up.
- **Show Respect:** Be polite and honest with all members of the school community, treating everyone with respect.
- **Encourage Good Behaviour:** Promote respect and responsible behaviour among our learners, helping them develop important life skills.
- **Meet Individual Needs:** Cater to the physical, emotional, social, and cultural needs of all our learners.
- **Strive for Excellence**: Aim for high standards for all students by delivering quality teaching and learning.
- **Offer a Rich Curriculum:** Provide a rich and challenging curriculum that includes hands-on experiences and encourages exploration and play.
- **Ensure Inclusion:** Create an inclusive school where every child has equal opportunities and is valued for their unique contributions.
- **Celebrate Achievements:** Recognise and reward individual successes, both academically and personally.
- **Keep You Informed:** Regularly update you on your child's progress and offer chances for you to get involved in school activities.
- **Listen to Your Concerns:** Take your concerns seriously and communicate openly about any issues regarding your child.

4. Our expectations of parents and carers

We expect parents and carers to:

- **Engage with Learning**: Take an interest in your child's education by attending meetings and school events.
- **Be Respectful:** Show respect and honesty towards the school community, including online interactions.
- **Ensure Regular Attendance:** make sure that your child attends school everyday, is punctual and does not take holidays in term time;
- **Support School Rules:** Encourage your child to follow school rules and be supportive of the school's high expectations.
- **Promote Independent Learning:** Encourage your child to work independently on home learning tasks and support them when they need help.
- **Communicate Issues:** Inform the school of any problems which may affect your child's health, learning or behaviour.
- **Encourage Effort:** Motivate your child to always try their best in all activities.
- **Work Together:** Collaborate with school staff for the benefit of your child and the school community.
- **Address Concerns Calmly:** In the first instance contact school to seek a peaceful solution to any concerns about your child.

5. Behaviours that will not be accepted

Whilst most interactions between school and parents/carers are positive, the following behaviours will not be accepted:

- Disrupting, or threatening to disrupt, school operations or activities (including events on the school grounds and sports team matches).
- Swearing, or using offensive language.
- Shouting or being aggressive towards staff, children or other parents.
- Making threats against anyone in the school community.
- Sending demanding, abusive or threatening messages to another member of the school community.
- Posting negative comments about the school or its members on social media.
- Causing damage to school property.
- Smoking or vaping on school grounds.
- Being under the influence of drugs or alcohol on the premises (unless alcohol has been allowed at a specific event).
- Bringing dogs onto school grounds, except for assistance dogs.
- Starting campaigns against the school or its members.

6. Breaching this agreement

If the school suspects a breach of this agreement, we will gather information and talk to the parent involved. Possible responses include:

- Inviting the parent to meet with a senior staff member or the headteacher.
- Sending a warning letter.
- Contacting authorities in cases of serious misconduct.
- Seeking legal advice if necessary from Bolton LA Legal team.
- Restricting the parent's access to the school premises. (See Appendix 1)

The school will address issues in a fair manner, and the head teacher will decide on the appropriate response after consulting with the chair of governors.

See DfE Guidance Controlling access to school premises (Appendix 1)

Whilst the School aims to model the high standards and expectations in this policy at all times, we understand that parents may, on occasion, wish to raise concerns or complaints about the school. Concerns and complaints should be raised in the first instance with the class teacher or school office with a view to reaching an amicable resolution. For further information about complaints against the school, please see the School Complaints Policy.

We appreciate your support in creating a safe and nurturing environment for our children, and we look forward to a positive partnership.

7. Links with other Policies

The School and Parent/Carer Partnership Agreement is linked to:

- Home School Agreement
- Positive Communication Policy
- Complaints Procedure
- Policy for Managing Serial and Unreasonable Complaints
- Equality Information and Objectives
- The Equality Act 2010
- The Equality Act 2010 and schools
- Section 547 Criminal Offence statement Controlling access
- Section 206 Education Act 2002 (This could result in a fine of £500)

Controlling access to school premises **Appendix 1**

DfE Guidance - Published 27 November 2018

1. Who can go onto school premises?

Schools are private property. People do not have an automatic right to enter. Parents have an 'implied licence' to come on to school premises at certain times, for instance:

- for appointments
- to attend a school event
- to drop off or pick up younger children

Schools should set out their rules for this and tell parents what they are. Anyone who breaks those rules would be trespassing.

2. Barring individuals from school premises

Trespassing is a civil offence. This means that schools can ask someone to leave and take civil action in the courts if someone trespasses regularly. The school may want to write to regular trespassers to tell them that they are potentially committing an offence.

Schools can bar someone from the premises if they feel that their aggressive, abusive or insulting behaviour or language is a risk to staff or pupils. It's enough for a member of staff or a pupil to feel threatened.

The school should tell an individual that they've been barred or they intend to bar them, in writing. Letters should usually be signed by the headteacher, though in some cases the local authority, academy trust or proprietor may wish to write instead. The individual must be allowed to present their side. A school can either:

- bar them temporarily, until the individual has had the opportunity to formally present their side
- tell them they intend to bar them and invite them to present their side by a set deadline

After the individual's side has been heard, the school can decide whether to continue with barring them. The decision should be reviewed within a reasonable time, decided by the school.

The Department for Education (DfE) does not get involved in individual cases.

3. Removing individuals from school premises

Section 547 of the Education Act 1996 makes it a criminal offence for a person who is on school premises without legal permission to cause or permit a nuisance or disturbance. Trespassing itself does not constitute a criminal offence.

To have committed a criminal offence, an abusive individual must have been barred from the premises or have exceeded their 'implied licence', then also have caused a nuisance or disturbance.

If a school has reasonable grounds to suspect that someone has committed an offence, then they can be removed from the school by a police officer or a person authorised by the appropriate authority such as the:

- governing board
- local authority

- proprietor of that school