St John Henry Newman Catholic Primary School

Parent and Visitor Code of Conduct Policy

Approved: September 2026
Next Review Date: September 2028

1. Introduction

St John Henry Newman Catholic Primary School is a nurturing Catholic learning community.
We believe that children learn best when home and school work together in a relationship based on trust, respect, honesty, care and positive communication.
Our mission is to **Inspire Lives**. As a Catholic school, we seek to ensure that every member of our community is treated with dignity and respect and that our actions contribute to the common good.
This Code of Conduct sets out the standards of behaviour expected from:

- parents and carers;
- anyone with parental responsibility for a pupil;
- family members or other adults collecting or bringing children to school;
- visitors;
- volunteers;
- contractors and other adults attending the school site; and
- anyone communicating with the school on behalf of a family.

The Code applies to conduct:

- on school premises;
- at school events and activities;
- when communicating with school staff;
- by telephone, email or other communication systems;
- on social media and other online platforms; and
- outside school where behaviour directly affects pupils, staff, families or the safe and effective operation of the school.

The purpose of this Code is not to restrict legitimate parental involvement or prevent parents from raising concerns. It is to ensure that concerns are raised in a way that allows them to be heard and addressed without compromising the safety, dignity or wellbeing of others.
The school expects this Code to be necessary only rarely. Clear expectations and respectful communication should prevent most issues from escalating.

2. Our expectations of parents and carers

We ask parents and carers to:

- treat pupils, staff, governors, visitors and other families with courtesy and respect;
- support the school's Catholic ethos, values and policies;
- work in partnership with the school in the best interests of their child;
- support their child's regular attendance and punctuality;
- support positive behaviour and high expectations;
- communicate concerns through the appropriate school channels;
- listen to and consider the school's perspective when discussing an incident;
- encourage children to speak to school staff rather than encouraging confrontation with another child or family;
- respect the privacy of pupils, families and staff;
- follow reasonable instructions from school staff;
- ensure that anyone collecting their child is aware of the school's expectations; and
- recognise that staff may not always be able to discuss a matter immediately and may need to arrange a suitable time.

The DfE's current guidance specifically states that schools should expect parents and carers to value attendance, support school policies, participate actively in their children's learning and treat staff respectfully.

3. What parents and carers can expect from the school

The relationship must work both ways.

Parents and carers can expect the school to:

- treat them with courtesy and respect;
- listen to concerns seriously;
- communicate clearly and professionally;
- provide appropriate opportunities to discuss concerns;
- apply policies fairly and consistently;
- protect the confidentiality of personal information;
- provide appropriate routes for formal complaints;
- respond to safeguarding concerns promptly;
- explain decisions where it is appropriate to do so; and
- make reasonable adjustments where required.

The school recognises that parents may sometimes be upset, frustrated or strongly disagree with a decision.

A parent expressing disagreement, challenging a decision or making a legitimate complaint is **not**, by itself, unacceptable behaviour.

It is the way in which a concern is communicated that matters.

4. Raising concerns

Parents and carers are encouraged to raise concerns promptly rather than allowing them to develop.

Where appropriate, the first point of contact should normally be the **class teacher**.

Depending on the nature of the concern, parents may then be directed to:

- the Phase Leader;
- a member of the Senior Leadership Team;
- the Headteacher; or
- the Governing Body through the school's formal complaints procedure.

Concerns relating to safeguarding should be raised immediately with a member of the safeguarding team or the Headteacher.

Parents should not attempt to resolve concerns about another child by approaching that child directly.

Similarly, parents should not confront another parent regarding an incident involving children.

The appropriate route is through the school.

5. Meetings with staff

Meetings should normally be arranged in advance.

Parents and carers should not expect staff to be available for an immediate meeting when they are teaching, supervising pupils, carrying out another duty or dealing with an urgent matter.

Where a meeting has been arranged, all participants are expected to:

- arrive on time;
- communicate respectfully;
- allow others to speak;
- focus on the issue being discussed;
- avoid personal criticism;
- maintain confidentiality; and
- work towards a constructive outcome.

Where behaviour becomes aggressive, threatening, abusive or otherwise unacceptable, the member of staff may end the meeting.

A further meeting may be arranged through an alternative route where appropriate.

6. Recording meetings

The recording of meetings, telephone conversations or discussions should not take place without the agreement of all parties.

Where a parent or carer believes recording is necessary as a **reasonable adjustment**, this should be discussed with the school in advance.

Where recording is agreed:

- all parties should understand how the recording will be made;
- the purpose of the recording should be clear;
- the recording must not be edited or used to misrepresent the discussion;
- it must not be shared publicly or used to harass, intimidate or cause distress; and
- appropriate arrangements should be agreed for its storage and deletion.

The DfE's 2026 guidance specifically highlights the need for consent when a parent requests to record a meeting and for safeguards against misuse of recordings.

7. Behaviour that is not acceptable

The school will not tolerate behaviour that is threatening, abusive, intimidating, discriminatory, harassing, violent or disruptive.

This includes behaviour towards:

- pupils;
- staff;
- governors;
- visitors;
- contractors;
- other parents or carers; and
- members of the wider school community.

Examples include, but are not limited to:

- shouting aggressively at another person;
- swearing at or using offensive language towards others;
- threatening violence or making threats of harm;
- physically assaulting or attempting to assault another person;
- aggressive or intimidating behaviour;
- harassment;
- discriminatory or prejudicial language or behaviour;
- deliberately provoking confrontation;
- repeatedly refusing reasonable instructions;
- disrupting the operation of the school;
- entering restricted areas without permission;
- refusing to leave when directed to do so;
- damaging school property;
- threatening to damage property;
- sending abusive, threatening or intimidating communications;
- repeatedly contacting individual staff members in an unreasonable manner;
- using social media or messaging platforms to harass, threaten or intimidate members of the school community;
- publishing private or confidential information about pupils, families or staff;
- deliberately recording or sharing material in order to humiliate, threaten or harass another person;
- approaching, confronting or attempting to discipline another child;
- physically disciplining a child on school premises;
- smoking or vaping on school premises;

- possessing or using illegal drugs on school premises;
- consuming alcohol on school premises other than at an event specifically authorised by the school;
- bringing animals onto the premises other than assistance dogs or where specifically authorised; and
- any other behaviour which places members of the school community at risk or undermines the safe operation of the school.

This list is illustrative and not exhaustive.

8. Physical aggression and threats

Any incident involving violence, attempted violence or a credible threat of violence will be treated seriously.

The school may:

- end the interaction immediately;
- require the individual to leave the premises;
- restrict future access to the school;
- report the matter to the police;
- take further legal action where appropriate; and
- take any other action necessary to protect pupils, staff and others.

The school will not expect a member of staff to continue a conversation where they reasonably believe that their personal safety is at risk.

9. Contact by telephone and email

The school aims to maintain positive and accessible communication with families.

However, staff have the right to communicate in a safe and respectful working environment.

The school may:

- end a telephone call where a caller becomes abusive or threatening;
- ask a caller to contact the school again at an appropriate time;
- require written communication where repeated telephone calls have become unreasonable;
- redirect communication through the School Office;
- restrict direct access to an individual member of staff; or
- implement another reasonable communication arrangement.

Where a call is ended because of unacceptable behaviour, staff should give a clear warning wherever it is safe and practical to do so.

10. Social media and online behaviour

The school recognises that parents and carers may use social media, messaging groups and online forums to communicate.

Parents and carers should use these platforms responsibly.

The following are not acceptable where they concern members of the school community or the school:

- threats;
- harassment;
- intimidation;
- discriminatory or hateful content;
- targeted personal attacks;
- publication of confidential information;
- sharing personal information or images without appropriate permission;
- impersonation;
- encouraging others to harass a member of staff or another family;
- publishing recordings of school meetings or conversations in order to embarrass, threaten or

harass another person; and
- content which creates a genuine risk to the safety or welfare of pupils, staff or families.

Parents and carers should not use social media as an alternative to the school's complaints process.
The school will not normally engage in public debate about individual pupils, families or staff.
Where concerns are raised publicly, the school may ask the individual to use the appropriate school process so that the matter can be considered properly.
The DfE's 2026 guidance makes clear that bullying and harassment of school staff can take place online, including through email and social media, and that schools should have clear processes for addressing it.

11. Photography, filming and images

The school welcomes parents and carers taking photographs at appropriate school events where this is permitted.
Parents and carers must follow any instructions given by the school concerning photography or filming.
In particular:

- do not photograph or film children other than your own child unless this is specifically permitted;
- do not photograph or film staff without their permission;
- do not photograph or film in restricted areas;
- do not use photography or filming in a way that disrupts an event;
- do not publish images of other children or families without appropriate permission;
- do not use images to intimidate, embarrass or harass another person; and
- comply with any specific restrictions communicated by the school.

The school may prohibit photography or filming at particular events or in particular circumstances where this is necessary for safeguarding, privacy or the effective running of the event.

12. Privacy and confidentiality

Parents and carers are expected to respect the privacy of:

- pupils;
- families;
- staff;
- governors; and
- visitors.

Parents should not seek or share confidential information about another child.
This includes information about:

- behaviour;
- safeguarding;
- SEND;
- medical needs;
- family circumstances;
- attendance;
- educational progress; or
- other personal matters.

The school will not discuss another child's circumstances with a parent.

13. Parents approaching other children or families

Parents must not approach another child to:

- question them about an incident;
- challenge their behaviour;
- threaten them;
- discipline them;
- demand an explanation; or
- attempt to resolve a disagreement between children.

Parents should also avoid confronting another parent about an incident involving their children.

The school must be given the opportunity to investigate and respond appropriately.

Where a parent or carer approaches another child in a threatening or intimidating manner, the matter may become a safeguarding or criminal matter.

14. School premises

The school site is a controlled environment.

Parents and carers have an implied licence to enter the premises for appropriate purposes such as:

- dropping off or collecting children;
- attending an appointment;
- attending a school event; or
- attending another activity for which they have been invited.

There is no automatic right to enter all areas of the school.

Parents, carers and visitors must:

- use the appropriate entrance;
- follow directions from staff;
- remain in authorised areas;
- attend appointments at the agreed time;
- not enter classrooms or other restricted areas without permission;
- follow safeguarding and health and safety instructions;
- leave the premises when requested; and
- not attempt to bypass school security arrangements.

The DfE confirms that schools are private property and can set reasonable rules controlling access to the premises.

15. Visitors

All visitors should normally report to **Reception / the School Office** on arrival.

Visitors may be required to:

- provide identification;
- explain the purpose of their visit;
- sign in;
- wear a visitor badge;
- comply with safeguarding arrangements;
- follow health and safety instructions;
- remain with an appropriate member of staff where required; and
- sign out and return their badge when leaving.

Visitors must not access areas of the school without permission.

Contractors, volunteers and other adults working with pupils must meet the school's safeguarding and safer recruitment requirements appropriate to their role.

16. Unscheduled visits

The school cannot guarantee that staff will be available to meet with parents or other visitors who arrive without an appointment.

Where an individual arrives without an appointment, the School Office may:

- take a message;
- arrange an appointment;
- direct the person to the appropriate member of staff; or
- ask the person to leave the premises.

Where an individual refuses to follow reasonable instructions or becomes abusive or threatening, the school may take immediate action to protect staff and pupils.

17. Contractors and service providers

Contractors and service providers working on the school site must:

- comply with school safeguarding arrangements;
- follow site health and safety requirements;
- comply with reasonable instructions from school staff;
- wear appropriate identification where required;
- remain within authorised work areas;
- take appropriate precautions around pupils and staff; and
- report safeguarding or safety concerns immediately.

Where work takes place near pupils, the school will ensure that appropriate supervision, segregation or other risk controls are in place.

18. Uninvited or unauthorised persons

Anyone who is not authorised to be on the premises may be asked to leave.

If an individual refuses to leave, becomes aggressive, causes a disturbance or presents a risk, the school will take appropriate action.

This may include:

- contacting the Headteacher or a member of the Senior Leadership Team;
- contacting the police;
- activating safeguarding, emergency or lockdown procedures where necessary;
- removing or arranging for the removal of the individual;
- recording the incident; and
- restricting future access.

The school will prioritise the immediate safety of pupils, staff and visitors.

19. Barring individuals from school premises

The Headteacher may decide that an individual's access to the school premises should be restricted or withdrawn where there is a reasonable basis to believe that their behaviour presents a risk to pupils, staff or others, or seriously disrupts the safe operation of the school.

Examples may include:

- aggressive or abusive behaviour;
- threats;
- violence;
- harassment;
- serious or repeated intimidation;
- serious disruption;
- refusal to comply with reasonable directions;
- significant misuse of social media or online communications;
- repeated unauthorised access; or
- other conduct presenting a significant risk to the school community.

A decision to bar an individual will be proportionate to the circumstances.
The school may impose an **immediate temporary restriction** where necessary to protect staff, pupils or others, pending an opportunity for the individual to respond.
The DfE advises that where an individual is barred, they should be informed in writing and given an opportunity to present their side before the decision is confirmed.

20. Procedure for barring
Where possible, the school will:
Stage 1 – Incident
The incident will be recorded, including relevant evidence and the impact on members of the school community.
Stage 2 – Initial decision
The Headteacher will consider whether:

- no action is required;
- an informal warning is appropriate;
- communication arrangements should be changed;
- a temporary restriction is necessary; or
- a formal barring decision should be considered.

Stage 3 – Written notification
Where access is to be restricted or withdrawn, the individual will normally receive written notification explaining:

- the behaviour giving rise to the decision;
- the effect of the behaviour;
- the restriction being considered or imposed;
- the expected standard of future conduct;
- the opportunity to make representations; and
- the review arrangements.

Stage 4 – Representations
The individual will normally be given **10 working days** to provide written representations.
Where there is an immediate risk, a temporary restriction may remain in place while representations are considered.
Stage 5 – Review
The Headteacher or an appropriately independent governor will consider the representations.
The decision may be:

- withdrawn;
- reduced;
- maintained; or
- replaced with another reasonable measure.

The decision will be confirmed in writing.
Stage 6 – Further review
Where a longer-term restriction remains in place, the school will identify a review date.
The length of the restriction will be proportionate to the circumstances and may be reviewed sooner if there is a significant change.

21. Alternative communication arrangements

Where access to the school premises or direct contact with an individual member of staff has been restricted, the school will ensure that reasonable arrangements remain available for essential communication concerning the pupil.

These may include:

- communication through the School Office;
- a named school contact;
- written communication;
- scheduled remote meetings;
- communication through the Headteacher or another senior leader; or
- another arrangement appropriate to the circumstances.

A restriction on site access does not remove a parent's responsibility to engage appropriately with matters concerning their child.

22. Review of restrictions

A restriction will be reviewed in a proportionate and timely manner.

The school will consider:

- whether the original risk remains;
- whether there has been any further incident;
- whether the individual has complied with agreed expectations;
- whether communication has improved;
- whether the restriction remains necessary; and
- whether a less restrictive arrangement would now be appropriate.

The school will document the outcome of the review.

23. Immediate response to serious incidents

Where an incident involves an immediate risk to safety, the school may act before completing the normal process.

This could include:

- asking an individual to leave;
- preventing entry;
- contacting the police;
- contacting emergency services;
- restricting communication;
- temporarily withdrawing access to the premises; or
- activating emergency or lockdown procedures.

The school will then follow the appropriate review process as soon as practicable.

24. Criminal behaviour

Some conduct covered by this Code may also amount to a criminal offence.

The school may contact the police where appropriate.

Examples may include:

- assault;
- threats;
- criminal damage;
- theft;
- harassment;
- serious disorder;
- possession of illegal drugs; or
- other criminal conduct.

The school will not attempt to replace the role of the police or courts.
The school may, however, take reasonable steps to protect the school community independently of any criminal investigation.
Section 547 of the Education Act 1996 creates an offence in specific circumstances involving nuisance or disturbance on school premises where a person does not have lawful authority to be there. The DfE confirms that trespass alone is not itself the criminal offence under this provision.

25. Safeguarding
Safeguarding remains the school's highest priority.
Where behaviour by a parent, carer or visitor raises a safeguarding concern, the school will follow its **Safeguarding and Child Protection Policy**.
This may include concerns relating to:

- threats or violence;
- a child being placed at risk;
- inappropriate contact with pupils;
- attempts to access restricted areas;
- concerning behaviour towards another child;
- online behaviour affecting pupils;
- domestic or family circumstances affecting a child's safety; or
- other behaviour giving rise to a welfare concern.

Data protection must not prevent appropriate safeguarding action.

26. Equality and reasonable adjustments
The school expects all members of the community to comply with this Code.
The school will, however, consider whether reasonable adjustments are necessary for a parent, carer or visitor with a disability or other protected need.
This may include adjustments to:

- communication;
- meeting arrangements;
- location;
- timing;
- format;
- access; or
- support.

Reasonable adjustments do not remove the expectation that communications and behaviour remain safe and respectful.
The school will act consistently with the **Equality Act 2010**.

27. Children and families using the site
Parents and carers are responsible for ensuring that children in their care behave appropriately while on school premises.
Parents should not allow children to:

- enter restricted areas;
- interfere with school equipment;
- damage property;
- confront staff or other pupils;
- record or photograph others inappropriately; or
- behave in a way which creates a risk to others.

The school may intervene where necessary to maintain safety.

28. Attendance and partnership

Parents and carers have an important role in supporting regular school attendance.

The school expects parents and carers to:

- ensure their child attends school regularly;
- arrive on time;
- communicate promptly about absence;
- work with the school where attendance concerns arise;
- support agreed attendance improvement plans; and
- engage appropriately with attendance processes.

The current statutory attendance guidance identifies parents and carers as having clear responsibilities in supporting their child's regular attendance.

29. Concerns about sanctions or school decisions

Parents may disagree with a behaviour sanction or another school decision.

Where this happens, parents should use the school's established processes rather than confronting staff or other families.

The school may explain:

- the relevant policy;
- the reasons for a decision; and
- the appropriate route for raising a concern or complaint.

The school's complaints procedure should be used where a formal complaint is required.

The parent or carer is entitled to challenge a decision appropriately. Staff are entitled to receive that challenge without abuse, threats or intimidation.

30. Repeated or unreasonable contact

The school recognises that some matters require repeated communication.

However, contact may become unreasonable where an individual:

- repeatedly raises the same matter after it has been fully considered;
- contacts multiple members of staff seeking a different answer;
- sends excessive communications;
- makes repeated demands for immediate responses;
- contacts staff outside reasonable communication arrangements;
- uses multiple channels to pursue the same issue;
- repeatedly reopens matters without new information; or
- uses communication primarily to pressure, intimidate or distress staff.

Where this occurs, the school may:

- identify a single point of contact;
- communicate in writing;
- limit communication to a reasonable frequency;
- combine responses to multiple messages;
- require communication through the School Office; or
- take other proportionate steps.

Any such arrangement will continue to provide a reasonable means of communicating essential information about the child.

31. Staff support

The Governing Body and school leaders recognise their responsibility to support staff who experience bullying, harassment, intimidation or threatening behaviour.

Staff should report incidents promptly to:

- their line manager;
- a member of the Senior Leadership Team;
- the Headteacher; or
- another designated person where the Headteacher is involved.

Incidents will be recorded and appropriate action taken.

The DfE's 2026 guidance states that school employers should ensure staff are supported, respected and protected and should have clear procedures for reporting and responding to bullying and harassment, including incidents involving parents and carers.

32. Recording incidents

The school will keep appropriate records of incidents involving unacceptable behaviour.

Records may include:

- date and time;
- location;
- people involved;
- factual description of the incident;
- witnesses;
- relevant communications;
- actions taken;
- any restrictions imposed; and
- outcomes and reviews.

Records will be handled in accordance with the school's:

- Data Protection Policy; and
- Data Retention Policy.

33. Confidentiality

The school will maintain confidentiality wherever possible.

However, information may be shared where necessary:

- to safeguard a child or adult;
- to protect staff;
- to investigate an incident;
- to comply with legal requirements;
- with the police or other statutory agencies; or
- where otherwise permitted or required by law.

34. Relationship with other school policies

This Code should be read alongside:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Child-on-Child Abuse Policy;
- Complaints Policy;
- Data Protection Policy;
- Data Retention Policy;
- Health and Safety Policy;
- Online Safety Policy;
- Acceptable Use Policy;

- Attendance Policy;
- Safer Recruitment Policy; and
- other relevant school procedures.

Where another statutory or safeguarding procedure applies, that procedure will take precedence.

35. Monitoring and review

The Headteacher will monitor the implementation of this Code and report significant issues to the Governing Body as appropriate.

The school will monitor:

- patterns of incidents;
- complaints and concerns;
- restrictions on access;
- incidents involving staff;
- online behaviour;
- equality considerations; and
- the effectiveness of the school's response.

The policy will be reviewed annually or earlier where legislation or statutory guidance changes.

Appendix 1 – Parent and Visitor Expectations at a Glance

We expect everyone to:

Be respectful

Speak politely and treat others with dignity.

Work in partnership

The shared aim is to achieve the best possible outcomes for children.

Use the right channels

Raise concerns with the school rather than confronting staff, pupils or other families.

Protect privacy

Do not share confidential information, photographs or recordings inappropriately.

Keep children safe

Follow school instructions and safeguarding arrangements.

Use social media responsibly

Do not use online platforms to threaten, harass, intimidate or humiliate others.

Follow site rules

Sign in where required, remain in authorised areas and follow staff instructions.

Accept that staff are human

A member of staff may need time to investigate a concern or arrange a suitable meeting.

Appendix 2 – Examples of Proportionate School Responses

Depending on the circumstances, the school may respond to unacceptable behaviour by:

1. holding an informal discussion;
2. issuing a verbal or written warning;
3. arranging a meeting with a senior leader;
4. agreeing specific communication arrangements;
5. restricting direct contact with an individual member of staff;
6. requiring communication through the School Office;
7. restricting attendance at a particular event;
8. requiring an appointment before access to the school;
9. temporarily restricting access to the premises;
10. formally barring access to the premises;
11. contacting the police or other external agency; or
12. taking other lawful action that is proportionate to the circumstances.

The response will depend on the seriousness, frequency and impact of the behaviour.

A parent or visitor who raises a legitimate concern or complaint will not be subject to action simply because the school disagrees with them.

Appendix 3 – Model Initial Warning Letter

Private and Confidential

Dear [Parent/Carer/Visitor],

Re: Code of Conduct

I am writing following the incident on [date] at [time/location].

The school has received a report concerning your conduct. The behaviour reported was:

[Insert factual description.]

We recognise that you may have concerns about the matter which led to this incident. You are entitled to raise those concerns with the school through the appropriate channels.

However, the school expects all communication with staff, pupils, families and visitors to be respectful and non-threatening.

I am therefore asking you to ensure that future communication and conduct comply with the school's Parent, Carer and Visitor Code of Conduct.

Should there be any further concerns about your conduct, the school may need to consider further action, which could include restrictions on communication or access to the school premises.

I hope that this will not be necessary and that we can continue to work positively together in the best interests of your child.

Yours sincerely,

Headteacher

Appendix 4 – Model Restriction of Access Letter

Private and Confidential

Dear [Parent/Carer/Visitor],

Re: Restriction of Access to St John Henry Newman Catholic Primary School

I am writing following the incident on [date] concerning your conduct at [location].

The school considers that the behaviour described below requires immediate action to protect members of the school community:

[Insert factual summary.]

As Headteacher, I am therefore withdrawing/restricting your permission to enter the school premises with immediate effect on a temporary basis.

This is a precautionary measure while you are given an opportunity to provide your comments. You are invited to submit written representations by **[date – normally 10 working days from the date of this letter]**.

Your response may include:

- your account of what happened;
- any relevant information you wish the school to consider;
- any explanation or context; and
- any assurances regarding your future conduct.

Following consideration of your representations, the school will decide whether the restriction should:

- be withdrawn;
- be reduced;
- remain in place; or
- be replaced by another reasonable arrangement.

While the restriction is in place, arrangements can be made for necessary communication concerning your child through [School Office / named contact / other arrangement].

Please do not attend the school premises during this temporary restriction unless specifically authorised.

Yours sincerely,

Headteacher

Appendix 5 – Model Confirmation of Barring

Private and Confidential

Dear [Parent/Carer/Visitor],

Re: Confirmation of Restriction of Access to St John Henry Newman Catholic Primary School

Thank you for your written representations dated [date].

I have carefully considered the information provided alongside the school's records concerning the incident on [date].

Having considered the circumstances, I have decided that the restriction on your access to the school premises will:

[remain in place / be amended / be withdrawn].

The reasons for this decision are:

[Insert reasons.]

The arrangements for communicating with the school are:

[Insert arrangements.]

The restriction will be reviewed by [date].

The school remains committed to working constructively with you in the best interests of your child.

The purpose of the restriction is to maintain a safe and respectful environment for pupils, staff and visitors.

Yours sincerely,

Headteacher

Appendix 6 – Model Resolution Letter

Private and Confidential

Dear [Parent/Carer/Visitor],

Re: Code of Conduct – Resolution

Thank you for your cooperation following the incident on [date].

I am pleased that we have been able to resolve the matter and agree an appropriate way forward. We hope that communication between home and school can now continue positively and respectfully, with the shared aim of supporting [child's name].

Thank you for your cooperation.

Yours sincerely,

Headteacher

Appendix 7 – Key Legal and Guidance References

This policy should be read in the context of:

- Education Act 1996, including section 547;
- Equality Act 2010;
- Health and Safety at Work etc. Act 1974;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Department for Education guidance: **Controlling access to school premises**;
- Department for Education guidance: **Preventing and tackling bullying and harassment of school staff**;
- Department for Education statutory attendance guidance, **Working together to improve school attendance**;
- the school's Safeguarding and Child Protection Policy;
- the school's Behaviour Policy;
- the school's Complaints Policy; and
- the school's Data Protection Policy and Data Retention Policy.