



# Headteacher Update



2025 - 2026

## Working Together Parent Code of Conduct

As we move through the school year, I want to take a moment to reflect on something that sits at the heart of everything we do: the relationships we build with you and your children.

Our school is at its best when we work together. You know your children better than anyone, and our staff bring their professional expertise, care, and commitment every day. When these strengths come together, children feel supported, understood, and ready to thrive. Every decision we make as a school is guided by one simple principle: *what is in the best interests of the child.*

To help us continue building strong, respectful partnerships, we have created a **Parent Code of Conduct**. Its purpose is to set out the shared expectations that help us maintain a positive, safe, and supportive environment for everyone—children, families, and staff. It reflects the values we already see in our community: kindness, respect, and a willingness to work together even when conversations are difficult.

Our teachers and support staff make professional decisions every day to ensure children are safe, learning well, and receiving the right support. We ask that these decisions are respected, even when we may not always agree at first. We are always happy to talk things through, explain our thinking, and listen to your perspective. Open, honest communication is how we solve problems and keep relationships strong.




Thank you for the trust you place in us and for the many ways you support the school. By working together—with children at the centre—we can make sure every child feels valued, confident, and ready for the future.

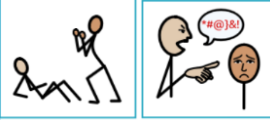

## Parent/Carers Code of Conduct

At Old Basford School, we have **PROUD** school rules that we ask pupils, staff and parents to follow.

<b>P</b>	Polite and helpful	<b>R</b>	Respect	<b>O</b>	Organised and tidy	<b>U</b>	Understanding others needs	<b>D</b>	Do your best
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Home and School both want the same positive outcomes for the pupils; we strive to create learners who are imaginative, persistent, inquisitive, disciplined and collaborative and ready for the next stage of life.

<b>Parents / Carers support this by</b>		<b>Staff support this by</b>
<ul style="list-style-type: none"> <li>Being approachable, respectful and fair in person, on the phone and via emails/Arbor messages.</li> <li>Understanding that the school day is always busy with staff having many commitments, so showing patience in the timeframe in which your communication is dealt with – the school has a ‘within 5 working days’ agreement.</li> <li>Ensuring that emails/Arbor messages sent are necessary and understanding that <i>every email</i> has an implication on staff workload.</li> </ul>	<p><b>Communication</b></p>  <p>communication</p>	<ul style="list-style-type: none"> <li>Being approachable, respectful and fair.</li> <li>Making every effort to make themselves available to parents within a reasonable timeframe (end of the sessions is usually better).</li> <li>Speaking to parents in a professional manner</li> <li>Respecting privacy of other pupils and not giving out unnecessary information – GDPR appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>Modelling respectful interactions in line with the Equality Act.</li> <li>Speaking privately to school staff if you are feeling angry or upset – it is never appropriate to challenge staff (physically or verbally)</li> <li>Not approaching another parent/carer <b>or child</b> to resolve a problem yourself.</li> </ul>	<p><b>Conduct around the school site</b></p> 	<ul style="list-style-type: none"> <li>Modelling respectful interactions in line with the Equality Act.</li> <li>Finding somewhere private to speak with parents if the issue is sensitive, and listening seriously to concerns.</li> <li>Seek support from colleagues or Senior Leadership Team if further support is needed</li> <li>Politely reminding parents about their conduct in a professional manner</li> </ul>
<ul style="list-style-type: none"> <li>Ensuring communication is respectful and <i>not reactive</i> -taking time to think and be measured before communicating with staff. (Abusive, accusatory emails or phone calls will not be tolerated)</li> <li>If your child raises a concern at home, contacting us and allowing us to clarify their version of events before reaching any conclusion.</li> <li>Not using social media to discuss issues about school or specific members of staff – using the correct channels to raise a concern.</li> <li>Understand that not all information can be shared with you due to privacy and information sharing</li> </ul>	<p><b>Raising Concerns</b></p> 	<ul style="list-style-type: none"> <li>Raising any concerns with parents somewhere private and following a clear understanding of what has happened.</li> <li>Listening carefully and investigate any concerns promptly and thoroughly.</li> <li>Clarifying events clearly and accurately before reaching any conclusion.</li> <li>Respecting privacy of other pupils and not giving out unnecessary information – GDPR appropriate.</li> </ul>

<ul style="list-style-type: none"> <li>Using the agreed school definition of bullying when discussing incidents. <b>STOP – Several Times on Purpose</b></li> <li>Understanding the group dynamics of bullying and the different roles of ringleaders, reinforcers and assistants</li> <li>Allowing staff time to investigate, take appropriate and proportionate steps to resolve the issue.</li> </ul>	<p style="text-align: center;"><b>Bullying</b></p> 	<ul style="list-style-type: none"> <li>Using the agreed school definition of bullying when discussing incidents</li> <li>Understanding the group dynamics of bullying, being vigilant and challenging ringleaders, reinforcers and assistants.</li> <li>Communicate with parents in a timely manner to ensure they know and understand what is happening for <i>their</i> child.</li> </ul>
<ul style="list-style-type: none"> <li>Not using social media to discuss issues about school or specific members of staff – using the correct channels to raise a concern.</li> <li>Following guidelines set by online companies and reminders from school with pupils use of social media and online gaming</li> <li>Understand the dangers of their own child's conduct online and understand school will not deal with problems created online outside of school time</li> </ul>	<p style="text-align: center;"><b>Online behaviour</b></p> 	<ul style="list-style-type: none"> <li>Educate pupils about the benefits and dangers of the online world</li> <li>Support pupils with understanding ways in which they can stay safe online</li> <li>Support parents with understanding how pupils stay safe online</li> <li>Use published online safety scheme 'Teach Computing' to ensure current information is shared</li> <li>Professionally and politely remind parents that school will not deal with issues created outside of school time online</li> </ul>

**Communication – what order should I speak to staff in when I have a question?**

