



Working in Partnership with Families Policy

March 2026

Version Control

Current version	Previous version	Summary of changes made
01 March 26		New policy

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1. Purpose and scope

At Ladybridge High School, we believe it's important to:

- Work in partnership with parents to support their child's learning, behaviour and personal development.
- Create a safe, respectful and inclusive environment for learners, staff and parents.
- Model appropriate behaviour for our learners as much as possible.

Our aim is always to work positively with parents. We may not always agree, however, we ultimately have the same goal: to ensure each child is safe and well prepared for their future lives beyond school.

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 policy aims to set guidelines on how best parents can work positively with the school to help their child prepare for the future. It also outlines behaviour that is unacceptable from parents and carers and the school's response to this.

We use the term 'parents' to refer to:

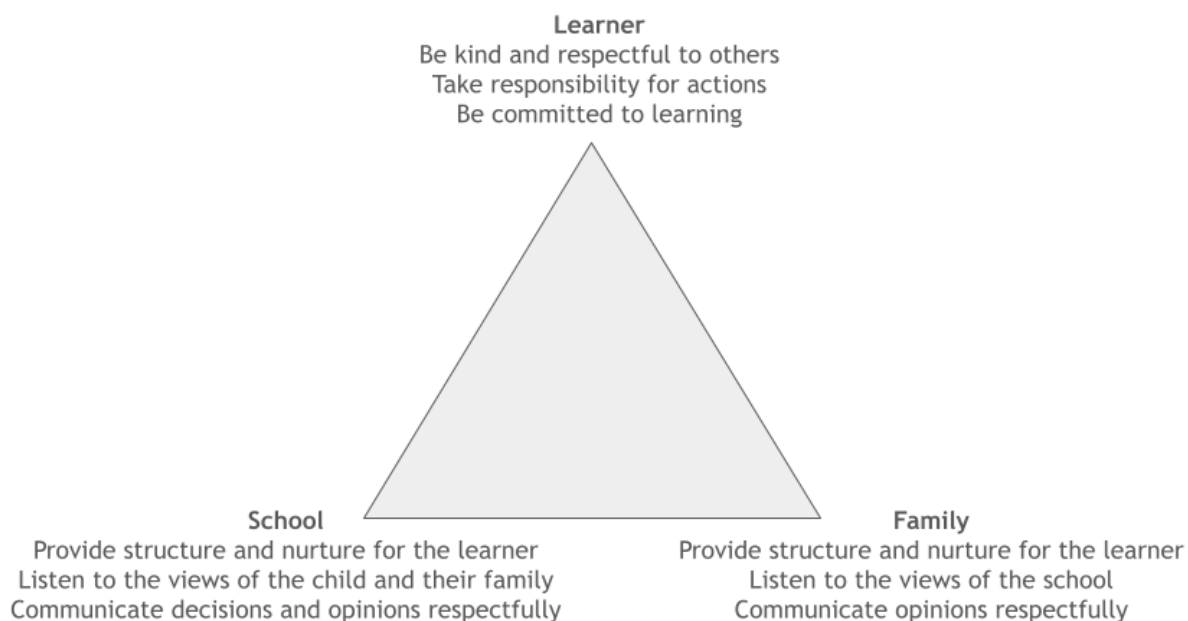
- A parent or carer with legal responsibility
- Anyone caring for a child (such as grandparents or other family members)

2. Our expectations and 'contract'

We expect parents, carers and other visitors to:

- Respect the ethos and values of our school, which are detailed [here](#).
- Respect and cooperate with the school's policies and procedures.
- Work together with staff in the best interests of our learners.
- Treat all members of the school community with respect, in person whilst on school site, by telephone, by email, on social media or websites.
- Seek to clarify a child's version of events with the school's view in order to bring a peaceful solution to all issues.
- Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct.
- Follow protocol and approach the right member of staff using the correct channel of communication to help resolve concerns.

The diagram below shows the contract between the learner, school and family.



3. Supporting with learner behaviour

When parents support the decisions a school makes in regards to learner behaviour, and put in place appropriate consequences at home, learner behaviour typically gets better over time. Sadly, the reverse of this is also true - when support from parents is lacking, learner behaviour gets worse over time. This is not to say that the school's decisions cannot be questioned and challenged. However, we request that challenges are made respectfully and out of earshot of the child. The diagram above summarises the partnership, and 'contract', between learner, parent and school.

Supporting the school starts with responding appropriately when members of school staff contact home. If staff contact home about a behaviour issue, they are doing this with the best of intentions.

Young people are more likely to be happy and successful in school and in life if they have the right balance of nurture and structure at home and at school. Good 'structuring' includes positive routines and putting in place appropriate consequences for behaviour that negatively impacts other people. If the adults in the child's life (at home and in school) provide appropriate structure then it is more likely that the child will accept responsibility for their actions over time.

Schools and families must also provide appropriate nurture for young people, this includes demonstrating that the young person is cared for and they are held in high regard unconditionally. Having empathy and compassion for young people goes alongside having consistent and firm boundaries.

Sadly, there are occasions when the school has no option but to suspend a young person from school. Most suspensions are caused by a young person refusing all other consequences. If parents support school decisions, it is more likely that suspensions are not required, as the young person chooses to avoid further consequences at home. If a learner is suspended it is expected that they will remain at home that day, completing work provided by the school.

4. Unacceptable Behaviour

Ladybridge High School maintains a zero-tolerance policy towards any behaviour that undermines the safety, dignity, or well-being of our school community. The following behaviours are strictly prohibited:

Verbal and Emotional Abuse

- **Aggression:** Shouting, displaying a temper, or using foul, offensive, or threatening language.
- **Harassment:** Any form of bullying, intimidation, coercion, or humiliation directed at staff, learners, or other parents.
- **Discrimination:** The use of sexist, racist, homophobic, or any other discriminatory language or conduct.
- **False Allegations:** Making deliberately false, malicious, or vexatious accusations against any member of the school community.

Physical Safety and Substance Use

- **Violence and Damage:** Any form of physical aggression, including hitting, pushing, or causing damage to school property or personal belongings.
- **Physical Punishment:** The use of physical discipline against your own child while on school premises.
- **Illegal Substances:** Possessing or using illegal drugs (including "legal highs").
- **Smoking and Alcohol:** Smoking, vaping, or consuming alcohol on school grounds (unless alcohol is expressly permitted for a specific licensed event).
- **Animals:** Bringing dogs onto the school premises, except for registered assistance dogs.

Communication and Digital Conduct

- **Digital Abuse:** Sending abusive, offensive, or derogatory messages via email, text, or social media.
- **Cyber-Bullying:** "Internet trolling," posting malicious comments, or the unauthorized use/misuse of images or footage of staff or learners.
- **Defamation:** Posting derogatory or defamatory comments about the school or its staff on public social media platforms.
- **Excessive Contact:** Frequent, unwarranted, or unnecessarily repetitive correspondence that hinders the school's ability to operate.

Operational Disruptions

- **Interference:** Disrupting or threatening to disrupt school operations, including classroom teaching, administrative functions, school trips, and sports fixtures.
- **Direct Intervention:** Attempting to discipline another person's child. All behavioural incidents involving other learners must be reported directly to a member of staff.
- **General Conduct:** Any behaviour that violates the law or established school policies.

5. Privacy and Covert Recordings

To protect the privacy of our learners and the professional integrity of our staff, the school does not consent to parents making audio or video recordings of any member of staff, governor or school volunteer, including during in-person meetings, remote/virtual meetings or telephone conversations. Recordings may only be made if all parties involved have given explicit, written consent.

During phone calls home, parents must not put the call onto 'speaker phone' without asking the member of staff first for their consent. The same applies with members of school staff.

If a parent is found to have recorded a discussion without consent, the meeting will be terminated immediately, and this may result in the parent being banned from the school premises and the involvement of external agencies.

Any unauthorised recording of learners or staff shared on social media or messaging platforms will be treated as a serious breach of privacy and may be referred to the police.

6. Breaching the code of conduct

If the school suspects, or becomes aware, that a parent has breached the expectations in this policy, 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:

- Send formal warning letters to the parent (see the sequence below).
- Invite the parent into school to meet with a senior member of staff or the headteacher.
- Contact the appropriate authorities (in cases of criminal behaviour).
- Seek legal advice regarding further action (in cases of conduct that may be libellous or slanderous).
- Restrict communication to a single point of contact or via email only.
- Ban the parent from the school site.

In cases of verbal abuse towards staff, and refusal to support the school's actions, the following steps will typically take place:

1. On the first instance of verbal abuse, or a refusal to support the school, a generic warning letter will be sent to the parent.
2. On the second instance of verbal abuse, or a refusal to support the school, a warning letter will be sent to the parent with the specific details of the incident. The parent will be invited into school for a meeting with the Headteacher.
3. On the third instance of verbal abuse, or a refusal to support the school, a warning letter will be sent to the parent with the specific details of the incident. The parent will be invited into school for a meeting with the governors.

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.

7. Complaints procedure

If a parent wishes to make a complaint then the complaints procedure guidance can be found on the school website from the About Us -> School Policies menu.