THE HYNDBURN ACADEMY

Parent and Visitor Code of Conduct Policy

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Foreword from the Principal

At The Hyndburn Academy, we believe that strong relationships between home and school are essential to the success, wellbeing and achievement of every student.

Our community is built on the values of Respect, Confidence and Aspiration. These values shape our culture and guide our interactions with students, families, staff and visitors. We are proud of the positive relationships we have with our families and recognise the vital role parents and carers play in supporting young people to thrive.

This Code of Conduct sets out the standards of behaviour expected from all parents, carers and visitors when engaging with members of our Academy community.

This policy should be read in conjunction with the Attendance, Behaviour, Safeguarding and complaints policy.

Contents

1. Introduction....4
2. Scope of this Code....4
3. Our Values....5
4. Expected Standards of Conduct....5
5. Communication and Partnership....6
6. Unacceptable Behaviour....6
7. Recording and Photography....7
8. Social Media....7
9. Resolution of Concerns....7
10. Responding to Breaches of this Code....8
11. Key Principles....9
12. Monitoring and Records....9
13. Our Commitment....9

1. Introduction

At The Hyndburn Academy, we believe that positive relationships between home and school are fundamental to student success.

Our Academy is committed to providing a safe, inclusive and supportive environment in which every child can flourish both academically and personally.

The overwhelming majority of parents, carers and visitors work positively with the Academy and support our values. This Code of Conduct clarifies our expectations and helps maintain a respectful and productive partnership.

The Academy has a duty of care towards students, staff, parents, carers and visitors. Behaviour which threatens, intimidates or undermines the wellbeing of members of our community will not be tolerated.

This policy should be read in conjunction with the Behaviour, Attendance Safeguarding and Complaints Policy.

2. Scope of this Code

For the purposes of this policy, the term parent includes:

- Parents and carers.
- Individuals with parental responsibility.
- Family members acting on behalf of parents or carers.
- Visitors attending Academy events.
- Volunteers supporting Academy activities.

This policy applies to all interactions involving the Academy, including:

- Face-to-face meetings.
- Telephone conversations.
- Emails and written correspondence.
- Social media communications.
- Academy events and activities.

3. Our Values

Respect

We treat everyone with kindness, courtesy and consideration. We value diversity, listen to others and communicate professionally and constructively.

Confidence

We encourage students to believe in themselves, embrace challenge and develop resilience. We ask parents and carers to work with us to build confidence and independence in young people.

Aspiration

We hold high expectations for all members of our community. Through strong partnerships, we support every student to achieve excellent outcomes and fulfil their potential.

4. Expected Standards of Conduct

Parents, carers and visitors are expected to:

- Treat all members of the Academy community with dignity, respect and courtesy.
- Promote and support the Academy's values of Respect, Confidence and Aspiration.
- Work positively with Academy staff to support student learning, attendance, wellbeing and behaviour.
- Raise concerns in a calm and respectful manner using appropriate channels.
- Respect the professional responsibilities and judgement of Academy staff.
- Demonstrate positive behaviour and conduct at all times.
- Respect the privacy and confidentiality of students, families and staff.
- Support the reputation of the Academy within the wider community and online.

5. Communication and Partnership

The Academy welcomes feedback and encourages parents and carers to raise concerns appropriately.

Parents and carers should:

- Contact the appropriate member of staff in the first instance.
- Allow staff reasonable time to investigate and respond.
- Work collaboratively with staff to seek positive outcomes.
- Communicate respectfully in person, by telephone, email or in writing.
- Recognise the right of staff to work in an environment free from intimidation, harassment and abuse.

6. Unacceptable Behaviour

The Academy will not tolerate behaviour that negatively impacts the safety, wellbeing or dignity of any member of the school community.

Examples of unacceptable behaviour include:

- Shouting, swearing or using offensive language.
- Using direct or indirect racial slurs or homophobic comments
- Threatening, intimidating or abusive behaviour.
- Physical aggression or attempts at intimidation.
- Harassment, bullying or discriminatory behaviour.
- Abusive emails, messages, telephone calls or social media communications.
- Making malicious, vexatious or defamatory allegations.
- Persistent and unreasonable communication that hinders the effective operation of the Academy.
- Damaging Academy property.
- Entering restricted areas without authorisation.
- Approaching or reprimanding another person's child about school matters.
- Being under the influence of alcohol or illegal substances whilst on Academy premises.
- Inciting others to engage in unacceptable behaviour.
- Any conduct that disrupts normal Academy operations or undermines the wellbeing of the wider school community.

7. Recording and Photography

To maintain confidentiality, safeguarding and trust, audio or video recordings of meetings, telephone conversations or interactions with staff must not be made without prior agreement.

Photography or filming of students, staff or visitors must not take place without permission.

Unauthorised recordings may be treated as a breach of this Code.

8. Social Media

Parents and carers are expected to use social media responsibly.

Parents and carers should:

- Raise concerns directly with the Academy rather than through social media.
- Avoid comments that may damage the reputation of students, staff or the Academy.
- Avoid sharing photographs, videos or personal information relating to students, staff or families without consent.
- Respect the dignity, welfare and privacy of all members of the Academy community.

The Academy may report defamatory, abusive or inappropriate content and seek legal advice where appropriate.

9. Resolution of Concerns

Where concerns arise, parents and carers should:

- Contact the relevant member of staff.
- Raise concerns with a senior leader where appropriate.
- Follow the Academy's Complaints Procedure if the matter remains unresolved.

The Academy is committed to listening carefully, investigating fairly and responding appropriately.

10. Responding to Breaches of this Code

Informal Reminder

A verbal discussion may be held to clarify expectations and seek resolution.

Formal Written Warning

A formal written warning may be issued outlining concerns and required standards of conduct.

Restricted Communication Arrangements

Where communication becomes unreasonable, excessive or inappropriate, the Academy may implement a communication plan which may include:

- A single point of contact.
- Agreed methods of communication.
- Agreed response time frames.
- Restrictions on communication relating only to educational matters.

Restrictions on Access

Access to Academy premises may be restricted where behaviour presents a risk to students, staff or visitors.

External Agencies

Where appropriate, the Academy may:

- Contact the Police.
- Seek legal advice.
- Pursue civil remedies, including injunctions.
- Take action under relevant legislation.

11. Key Principles

The education, welfare and opportunities of any student will not be adversely affected by the behaviour of a parent or carer.

Any action taken under this policy will be proportionate, reasonable and fair.

Parents and carers will be informed of any decisions made and the reasons for those decisions.

Any restrictions imposed will be reviewed periodically and removed where appropriate.

12. Monitoring and Records

The Academy will maintain records of significant incidents, communications and actions arising from this policy.

Records will be retained in accordance with data protection legislation and the Academy's record retention procedures.

13. Our Commitment

The Hyndburn Academy values the positive relationships it enjoys with parents, carers and the wider community.

By working together with mutual respect, confidence and aspiration, we can create an environment where every student feels safe, supported and able to achieve their very best.