



GREENWOOD ACADEMIES TRUST

**Managing adult behaviour
Policy statement and
implementation protocols**

Version 1.0

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1. Policy statement, purpose and scope

At Greenwood Academies Trust, we understand that each of our academies sits at the heart of a unique community and we know how important it is for us to work positively and professionally with every member of that community to ensure that we deliver the best for every child, in every academy, every day.

We seek to work closely with parents and carers so that they can help us to support education and learning and so that, together, we can create a safe and respectful environment within our academies. We also believe it is vital that, as adults, we collectively model the kind of behaviour we wish to see from our pupils on a daily basis.

Although parents and carers are the adults with whom we work the most regularly, we believe the same approach should apply to any adult who is a part of the academy community, including those who visit us or work with us on a voluntary basis.

For the avoidance of doubt, therefore, this document applies not only to parents and carers, but also to any other adult with whom we may interact at any time. A Code of Conduct is in place to set out our expectations of the behaviour of colleagues and those who work with us.

This document has two sections.

The first section, intended for parents, carers and other adults within our community, sets out our expectations in regard to conduct and behaviour from all those who engage with us, so that there is a clear understanding of how we seek to achieve the aims above.

We assume that, for the overwhelming majority of adults, this section will be enough to enable the self-regulation of conduct and behaviour.

The second section sets out, for the benefit of all, the steps we may take in the rare cases where the conduct of any adult falls short of the expectations we have clearly set out.

Academy leaders will wish to know that there are supporting documents related to this document, including template letters, available from the Corporate Affairs directorate.

2. Our expectations of the conduct and behaviour of adults

We expect all adults to model the behaviour and conduct that we expect of our pupils.

Specifically, this includes

- respecting and supporting the ethos, vision and values of our Trust and each of our academies
- working positively and productively together with colleagues in the best interests of our pupils
- maintaining open channels of communication, meeting deadlines and acting with integrity
- seeking to resolve any issues or concerns peacefully and informally wherever possible
- supporting measures taken to correct the behaviour of a parent or carer's own child in line with the academy's behaviour protocol
- treating all members of the academy community with respect and courtesy at all times
- setting a good example to our pupils with regard to speech, written communication and personal conduct.

It is not possible to provide an exhaustive list of the kinds of conduct or behaviour that are not acceptable, but examples would include

- disrupting, or threatening to disrupt the operation of the academy or any event associated with it (such as a sporting fixture)
- swearing or using offensive language
- behaving in a manner which could be perceived as intimidatory
- displaying a temper, shouting at, threatening or entering into physical contact with others
- smoking, drinking alcohol, taking or being under the influence of drugs on Trust or academy premises
- sending or sharing abusive, threatening, inaccurate or vexatious messages (including via email, text or social media)
- posting defamatory, offensive or derogatory comments on social media platforms
- placing unreasonable demands upon others (for example, that they respond immediately to messages)
- making allegations that turn out to be unfounded, vexatious or malicious
- recording conversations or interactions without consent
- calling into question the character, or the personal or professional integrity of others.

3. The actions we may take in response to unacceptable behaviour

Our first priority will always be to ensure the safety of those who are witness to or are on the receiving end of inappropriate behaviour. We support all colleagues to seek to de-escalate situations and to take such action as they deem necessary to ensure that people are safe.

We will always make a record of poor conduct and keep it in line with our policy on data protection. Such a record will be used by the academy Principal (or someone more senior) to determine the level of risk posed by the behaviour and then to establish what an appropriate action might be.

The possible actions may include any or all of the following, and the order of this list does not imply that one thing must be done before another. Anyone displaying inappropriate behaviour should assume that all these options are open to us and that any recurrence of the poor behaviour is likely to lead us to take additional actions.

1. We may take the opportunity to reiterate our expectations about behaviour and conduct, either verbally or in writing, either immediately or after a period of reflection; we will also seek to explain how, in our view, the behaviour displayed did not meet the expectations of this document.
2. We may invite the adult concerned to attend an informal meeting to discuss the matter, to reset expectations and to agree on ways in which the relationship might move forward – in such a case, care will be taken to ensure the safety of those present and it is likely that the meeting will be followed up with a short letter or email outlining what was agreed.

3. We may impose conditions on the adult's future contact with other members of the academy community by, for example
 - a. restricting the adult's ability to communicate other than with a named senior member of staff and instructing other colleagues not to respond to communications, either by telephone or in writing
 - b. insisting that the adult is accompanied to meetings by a senior member of staff
 - c. otherwise restricting the occasions where the adult is permitted to be on the academy site
 - d. imposing any other restriction that the academy Principal (or more senior colleague) deems appropriate.
4. We may ban the adult from being on any part of the academy premises – this will usually only be done in response to a serious act of violence or to an adult's persistent refusal to moderate their inappropriate behaviour and the letter informing an adult of this action will make it clear that any act of trespass will result in the adult's enforced removal from the academy site.
5. We may involve the police or other appropriate authority and reserve the right to pursue legal proceedings in relevant circumstances (including, for example, where a ban has been imposed and the adult continue to attend the academy site and so commits an act of trespass).

Although our academies fulfil a public function, both the academy site and its communication networks are, in fact, private spaces. We have the right to define how parents, carers and other adults may exercise their implied licence to access these spaces and we must do so in order to exercise our duty to keep pupils safe and our obligations to colleagues as an employer.

In deciding upon the action(s) to be taken, the academy Principal (or more senior colleague) will form a balanced and professional view in regard to all these obligations.

In the case of (3) to (5) above, we will always set out the decision in writing and provide a date on which the action will be reviewed, which will usually be no less than one full term after it was imposed. The decision on whether to end the action lies with the person who imposed it (or a more senior colleague) and will be informed by a further assessment of the risk that inappropriate behaviour will reoccur.

In the case of (4) or (5) above, either the Chief Education Officer(s), the Corporate Affairs Director, the DCEO or CEO must be informed before the action is taken.

Any parent or carer who feels that they have been unfairly or inappropriately treated in regard to their conduct or behaviour may register their concern using our complaints procedure.