



Parent and Carer Behaviour Agreement

Ready • Respectful • Responsible

This agreement sets out how parents, carers and school will work together to keep our community safe. It applies on site, at the gate, during school activities, by telephone, in writing and online where conduct affects the school community. Please share it with any adult attending or collecting on your behalf.

1. Our shared commitment

Berrylands is a specialist SEMH school. Our trauma-informed, relational and restorative approach combines compassion with clear boundaries. Young people need adults to model calm communication, safe behaviour and respectful disagreement. Their needs do not remove anyone's right to safety, dignity and respect.

The school will listen to concerns, investigate fairly, take safeguarding reports seriously and communicate respectfully. We will work with families on each young person's Individual Support Plan, emotional readiness and personalised learning. Parents and carers are expected to support this work and the school's safety and behaviour arrangements.

2. Respect for staff: a clear boundary

Abuse against staff will not be tolerated. For the purposes of this agreement, shouting at a member of staff constitutes verbal abuse. Swearing, threats or physical contact do not have to occur for shouting to be unacceptable.

Being upset, frustrated or in disagreement does not justify shouting at, insulting or intimidating staff. This includes office staff, teaching and support staff, leaders, volunteers and contractors. The same respect is required towards young people and other families.

- Speak calmly, allow others to finish and respect personal space.
- Do not swear at, insult, ridicule, threaten or use discriminatory or sexually abusive language towards anyone.
- Do not use aggressive gestures, crowd or follow staff, obstruct access, damage property or make unwanted physical contact.
- Do not send abusive or threatening messages, organise harassment, or use social media or parent groups to target staff, young people or families.

- Follow staff instructions about access, appointments, drop-off and collection. Do not enter learning areas without permission.

3. No encouragement of violence or retaliation

Parents and carers must not tell, encourage or give permission for their child to hit another child back, “get even”, threaten someone or retaliate physically. This applies even where they believe another young person started an incident.

The message to young people must be consistent: move away where possible, seek a trusted adult and report what happened. Adults must not praise, reward or excuse revenge, or encourage a child to settle a disagreement through violence. Immediate action to escape danger or protect oneself from an ongoing attack is different from retaliation; children are not expected to remain in danger. Report any assault, bullying or threat promptly so staff can protect those involved and investigate. Parents must not confront, question, discipline or threaten another young person, or approach their family to settle a school incident.

4. Raising concerns and working together

- Raise concerns through the school office and arrange a private conversation. The gate is a handover point; it is not a suitable place for an argument or detailed discussion about an incident.
- Read the available tracker or incident information before seeking clarification, where practicable. Share your child's account and concerns, and allow the school to gather evidence before reaching conclusions.
- Listen to your child without coaching their account or promising a particular outcome. Reassure them that adults will take concerns seriously and help keep them safe.
- Support agreed safety plans, reasonable boundaries and restorative work where appropriate. Attend review meetings and share relevant changes affecting your child's wellbeing.
- Respect confidentiality. Do not circulate other young people's names, images, incident reports or personal information through social media or parent groups.
- Use official communication channels. Staff may need to arrange a response around teaching and safeguarding responsibilities; an immediate discussion cannot always be provided.

Parents may disagree, challenge decisions and use the school's complaints procedure. A good-faith complaint, safeguarding report or contact with an appropriate external authority is not a breach of this agreement. The school will address the concern separately from any unacceptable conduct. Confidentiality does not prevent reporting concerns to appropriate professionals or obtaining advice.

5. What happens if this agreement is breached

Staff may end a conversation, call or meeting if abuse occurs, and may ask an adult to leave. They do not have to continue an abusive exchange. Immediate safeguarding and emergency concerns will still be acted upon.

The school will record incidents, preserve relevant evidence and consider accounts from those involved, including the parent or carer. Depending on seriousness, risk and any previous incidents, the Head may:

- Issue a written warning and require a meeting to agree future conduct.
- Set proportionate communication arrangements, such as one named contact, written communication or appointments with two staff present, while retaining an urgent safeguarding route.
- Restrict or withdraw permission to enter the premises, including a temporary restriction where immediate protection is needed.
- Report suspected criminal conduct, including threats, assault or harassment, to the police. Contact emergency services where there is immediate danger. Make safeguarding referrals where warranted.

A serious incident may require immediate action without a prior warning. Any restriction on site access will be explained in writing, with reasons, scope, duration, an opportunity to make representations and a review date. Safe alternative collection and communication arrangements will be agreed where necessary.

A young person will not lose their education solely because of an adult's behaviour or refusal to sign this agreement. Any decision about the young person's own behaviour or provision will be considered separately under the relevant policies and duties.

6. Support and acknowledgement

Please tell us if you need an interpreter, an accessible format, a supporter at meetings or reasonable adjustments relating to disability or communication needs. We will consider these when arranging communication and responding to incidents, while maintaining everyone's safety.

By signing, I confirm that I have read and understood these expectations and agree to follow them. This records our shared expectations; it does not remove statutory rights or replace the school's safeguarding, behaviour or complaints procedures. The expectations apply whether or not this form is signed.

SIGNATURES

Young person's name:	
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Parent/Carer 1:

Parent/Carer 2:

On Behalf of the School:

A handwritten signature in blue ink, appearing to read "Stephen Simpson Shave". The signature is fluid and cursive, with the first name "Stephen" being the most prominent.

Stephen Simpson Shave
Head