

Parent Protocol

1. Introduction

At Cardiff Steiner School we are committed to fostering a safe and respectful environment for everyone. As part of this, we set expectations about the conduct and behaviour of all members of our community, including the families of children at the School.

When you apply for and (if a place is offered) when you accept a place for your child at the School it is the start of a partnership in which good working relationships between staff and parents are essential. In order to fulfil our obligations to you and your child, and to maintain a constructive relationship with you, we ask for your cooperation and that you engage with the School in a manner that is reasonable and respectful.

This Protocol provides further detail about how we expect parents to interact with the School and behave towards and communicate with other members of the School community, including School staff, representatives of the School and other pupils, in person or online.

For the purpose of this Protocol, parent has the same meaning as parent in the Parent/ Registration Contract and means any person who has signed the Offer Letter/Acceptance Form as a holder of parental responsibility for the child at the School. It will, in addition, also include prospective parents who are engaging with the School's admissions process.

2. Supporting the ethos of the School

Steiner Waldorf Schools are grounded in the understanding that this education unfolds within a committed community of individual -children, parents, teachers, and staff - who work together in support of a shared educational philosophy.

By choosing to enrol your child in a Steiner Waldorf School, you are choosing an education that is intentionally and recognisably Steiner Waldorf in character. The School therefore operates in accordance with the principles and practices of this approach. Parents are asked to respect and support the integrity of this pedagogy throughout their child's time at the School, recognising that it is a coherent educational whole rather than a collection of individual elements, and that it differs in important ways from state education.

This shared commitment includes support for a broad curriculum that places equal importance on academic, artistic, and practical learning; the marking of the cycle of the year through festivals, seasonal celebrations, and community experiences; and a developmental understanding that seeks to meet children's needs by offering the right curriculum at the right time.

It also includes support for healthy physical and emotional habits, such as attention to nutrition, adequate sleep, and the thoughtful limiting of media exposure. At the heart of the School's life is the intention that all members of the community meet one another as fellow human beings, with respect, curiosity, and care, and that the dignity of every individual is honoured.

3. Supporting your child

It is important that parents model good behaviour and learning habits. The School expects that you will support your child in their education and participation in School life including by:

- encouraging your child in their studies and giving appropriate support at home, including by providing suitable time and space for any homework to be completed independently
- ensuring your child attends School and arrives on time and ready to learn
- responding to any requests for information or consent regarding your child's participation in School activities in a timely manner
- engaging quickly, openly and cooperatively with School staff should they raise any concerns with you regarding your child's academic progress, behaviour or wellbeing and
- attending planned parent meetings or any individual meetings arranged to discuss or support your child.

This list is not exhaustive.

4. Sharing information with the School

In order for the School to provide the best possible education and care for your child it is essential that details of any matters that may affect your child are shared with the School in a timely and transparent manner and that such information is accurate, truthful and not misleading. This will include information (or any updates to information) relating to:

- your child's emotional, psychological or physical wellbeing;
- any health/medical condition, disability or allergies;
- any additional learning needs;
- any court orders applicable to your child;
- your child's ability to continue as a pupil at the school (e.g. inability to pay the School fees/any change in immigration status); or
- any other matter that may impact on your child's engagement in day-to-day School life.

5. Communicating with the School

The School values positive, timely, two-way communication with parents and expects that all parents will:

- check the most appropriate member of staff to contact about a particular issue by consulting the 'Welcome to the Year' document;
- refrain from unreasonably duplicating correspondence;
- respect the working hours of staff when making contact and while awaiting a response;
- understand that teachers must prioritise time with their pupils and are unlikely to be able to answer calls or respond to emails immediately during the School day;
- if requesting a meeting or telephone call, provide as much information as possible in advance so that staff can prepare appropriately and ensure a productive meeting;
- raise any concerns or complaints directly with the School via the appropriate channels; and
- ensure all communications (whether in person, via email, by telephone or otherwise) are reasonable, polite and appropriate, including in respect of the content, tone, volume and/or nature of the communication.

We encourage you to raise any day-to-day queries or issues regarding your child's experience at School at

the earliest opportunity and we hope we can work together in a constructive manner to resolve them. The School has a Complaints Policy which governs how any complaints will be handled and this seeks to resolve complaints informally, where possible and appropriate.

6. Respecting professional decisions

Although always willing to discuss the context for any decision regarding your child, the School expects parents to understand and respect that, as education professionals, School staff:

- have an overriding duty to the pupils in its care, including your child. This duty of care to each pupils must always be balanced against the needs of the School community as a whole as well as against the rights and interests of parents; may issue a disciplinary sanction against a pupil, following due process and in accordance with the School's policies relating to behaviour and discipline [including the Positive Learning Policy], with the expectation that parents will support and uphold any such measure;
- will allocate pupils to teaching groups based on their professional judgment and knowledge of each individual pupil within the context of the pupil's peer group; and
- are obliged to act with integrity and honesty when predicting or assessing grades, writing references for pupils or engaging with NZCSE requirements and regulations (including in respect of suspected malpractice).

7. Unacceptable conduct or behaviour

The School appreciates that the vast majority of parents are reasonable and respectful in all their interactions with School staff and the wider school community. However, instances where the School determines that parental conduct or behaviour has fallen short of the expectations as set out in this Protocol will be taken seriously. Where warranted and depending on the nature of the conduct or behaviour in question, the School will take appropriate steps in response which could include, for example:

- not progressing an application (where the conduct is by a prospective parent);
- writing to the parent/s to remind them of their obligations and the expected standards of behaviour/conduct;
- requiring specific action, for example, to attend a meeting or provide certain information;
- inviting the parent/s to meet with a member of the School, Management Team;
- putting in place a communication plan which places some parameters or conditions on the manner in which the parent/s may communicate with the School;
- banning the parent/s from the School site or certain School events; or
- requiring the removal of their child from the School in accordance with the Exclusion and Required Removal Policy.

This list is not exhaustive.

The School will always respond to an incident in a proportionate way, prioritising at all times the interests of our pupils and wider School community.

The following are examples of parental conduct that is particularly serious and may result in your child being asked to leave the School under the terms of the Exclusion and Required Removal Policy:

- repeated and or persistent breaches of the Parent Protocol or Parent/Registration Contract;
- treating the School, a member of staff or another member of the School community unreasonably, which may include:
 - acts of physical aggressive, violence, intimidation or threat;
 - use of offensive, abusive or otherwise inappropriate or disrespectful language; or
 - any discriminatory, bullying or harassing conduct or behaviour including sexual harassment.
- making a malicious allegation about a member of staff or the School;
- posting derogatory, defamatory or offensive comments about the School or any member of the School community online;
- communicating with the School in person or in writing (directly or indirectly) in a manner which is deemed voluminous, relentless, confrontational, unreasonable, and/or overly aggressive; or
- behaving in a manner which is likely to, or does, adversely affect the safety or welfare of any member of the School community.

This list is non-exhaustive.

We thank parents for reading and following this Protocol.

Issue date

This policy takes effect from 5 January 2026

Review date

This policy will be reviewed and revised by the Trustees and School Management Team as required

Endorsement

Full endorsement to this policy is given by:

Name: Kate Attfield

Position: Trustee, Cardiff Steiner School