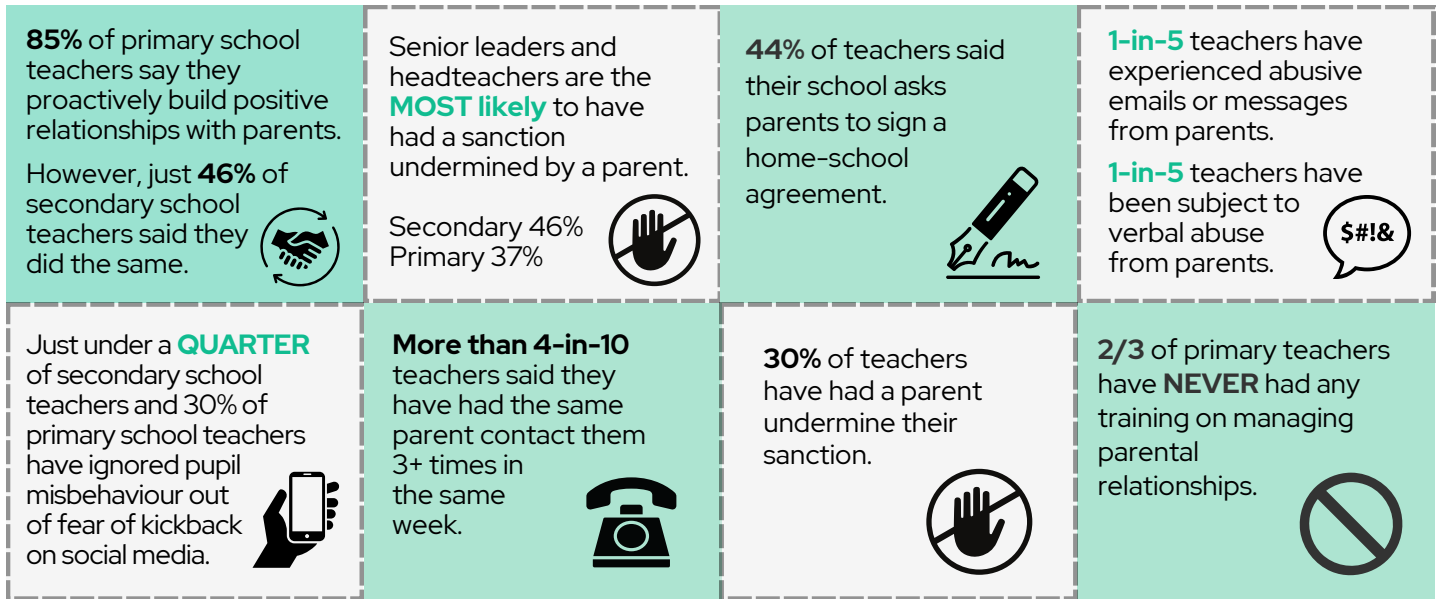


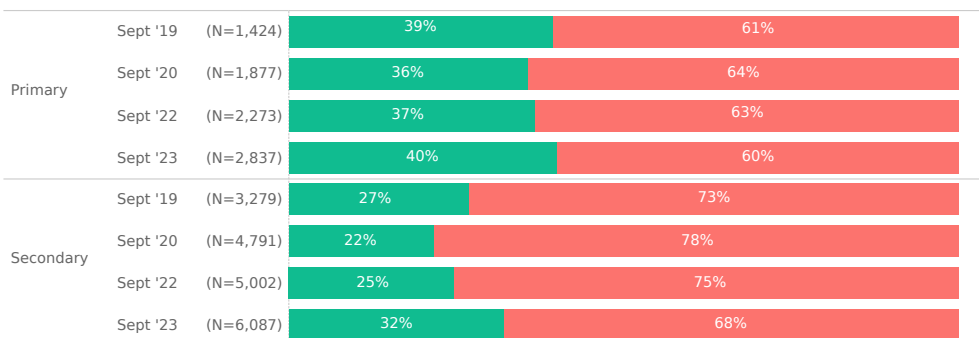
Teacher Tapp Insights #1: Home-school relationships

School leaders say parental relationships are more challenging this year than ever before. But what is the extent of the conflicts and how are schools managing the change?

Key Statistics from Teacher Tapp



Were you subjected to verbal abuse by a *parent/carer* at any point during the last academic year?



Teacher responses vary from 4,703 to 8,924, depending on date asked (results weighted to reflect national teacher and school demographics)

■ Yes
■ No

In September 2023, teachers reported an **increase** in verbal abuse from parents compared to the previous academic year. Both primary and secondary teachers saw a return to pre-pandemic levels of abuse.

Teachertapp

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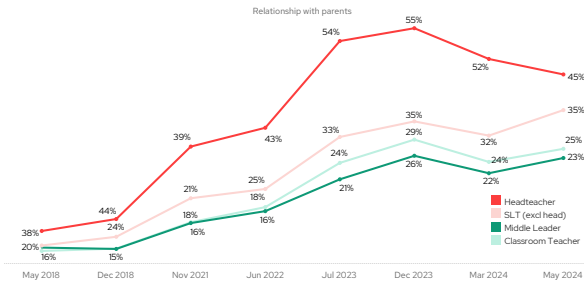


Home-school relationships

“Most parents are supportive and maintain good relationships with schools. However, a minority are making life hell for school leaders and other staff through a stream of vexatious complaints, unreasonable demands and a refusal to accept school rules.”

Pepe Di’lasio, General Secretary of the Association of School and College Leaders

Have any of the following caused you to feel stressed or unhappy at work over the last 2 weeks?



Although parent relationships were contributing to the stress and unhappiness of teachers pre-pandemic, there has been a rise since 2021.

In May 2024, more than half of leaders said that parent relationships have been a source of stress or unhappiness. This is significantly higher than classroom teachers and middle leaders, and a fourteen percentage point rise since May 2018.

“The rise in parental complaints are mirroring problems beyond the school gates. These complaints reflect wider issues with breakdown of services. They show a need to re-establish ‘home/school contract’ with urgency.”

Dan Morrow, CEO of Dartmoor MAT

Two-thirds of primary classroom teachers and half of secondary ones have never had any training on how to manage parent relationships. Those who did have training said it was delivered by another teacher in their school (12% in primary and 19% in secondary). A small number of classroom teachers reported receiving dedicated training during inset (2% primary and 7% of secondary). Even lower numbers said they had training through a specialist outside course – just 1% of teachers. Has your school provided such training?

Have you ever received training for managing parent relationships (e.g. at parents evenings, calls home, etc)?

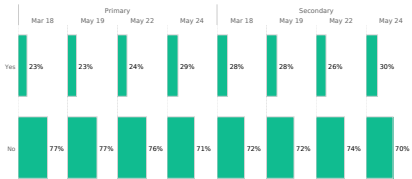
	Classroom Teacher (N=1,179)	Primary Middle Leader (N=763)	SLT (excl head) & Headteachers (N=1,030)	Classroom Teacher (N=2,058)	Secondary Middle Leader (N=2,750)	SLT (excl head) & Headteachers (N=1,121)
During my initial teacher training year	19%	14%	12%	27%	25%	22%
During my NQT/ECT period	10%	8%	9%	15%	16%	16%
Another teacher taught me	12%	12%	17%	17%	19%	23%
On an INSET day	2%	4%	5%	7%	10%	12%
During after-school training	4%	7%	9%	6%	10%	14%
In an external course	1%	2%	8%	1%	2%	5%
Another form of training	2%	2%	7%	3%	3%	7%
I have received no training in how to communicate with parents	66%	64%	56%	52%	48%	42%

Question answered by 8,901 teachers on 30/01/2024 (results weighted to reflect national teacher and school demographics)

“Although the vast majority of parents understand that a positive relationship with school is in the best interests of their child, families in crisis who are not getting the help they need from other agencies can see schools as the only visible and accessible service. Sadly, too often parents vent their frustrations on teachers. Teachers find this upsetting and stressful.”

Caroline Derbyshire, Chair of the Headteachers Roundtable,

Has a parent done something to undermine a behavioural sanction you have given a child in the past week?



Teacher responses vary from 257 to 6,224, depending on data asked (results weighted to reflect national teacher and school demographics)

Asked if a parent had undermined a sanction issued in the past week, 30% of teachers said a parent **had** done so – a return to 2019 levels. The change has worsened more in primary compared to secondary. Some teachers are also avoiding giving sanctions because they are afraid of parental kick-back. 27% of teachers said they had ignored a pupil’s behaviour in the past month because of concerns about parent complaints.

Questions to ask:

Do these results match your own experience? How do you track or monitor your parental relationships? What do positive relationships look like – and what are the early indicators that parental relationships require attention? What can classroom teachers do to foster positive relationships, and how can leaders support them?

