

## **SHIREHAMPTON PRIMARY SCHOOL**

### **Parental Engagement Policy**

At Shirehampton Primary School we believe that children benefit most from education and care when parents and schools work together in partnership.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as single parents, step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster / adoptive parents and/or carers.

'Parental responsibility' is defined as all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his/her property.

#### **Aims of the policy**

1. To enhance and widen our children's education through the involvement of parents and the community when possible.
2. Foster and promote a two way partnership based on mutual respect between parents, children and all those working within our school.
3. Ensure that Shirehampton Primary School is a culturally appropriate environment that values parents and carers and is sensitive to family needs.
4. Recognise that parents and carers are the most important influence in a child's life and that school is most effective when there is partnership between parents, children and school.
5. Shirehampton Primary School seeks to provide helpful communication with parents about how their child is doing.

#### **Introduction**

Both home and school want the best for the children in our care. Parents want them to have the best opportunities so that they can become successful and happy members of the school and wider community. At Shirehampton we want to provide pupils with the environment and support they need to achieve all their potential.

Effective partnership between home and school is key to these aspirations. Parents and carers are the most important influence in a child's life, and the school needs to listen to and communicate with parents effectively to build the trust and understanding needed for pupils to achieve their best. The school needs to be a resource for the community it serves.

### **Involvement in the life of the school and the children's learning**

- We are committed to ongoing dialogue to improve our knowledge of the needs of children and to support families.
- The Headteacher and the deputy head are on the playground in the morning. Also the Learning Mentor is available to speak to parents in the mornings. Parents can make an appointment to see the Headteacher or staff.
- We encourage and support parents to play an active part in the governance and management of the school. We have parent governors who represent the views of the parents and a Parent Council which parents may join.
- We encourage parents to play an active part in their child's education. In each year group, family challenges are held three times a year.
- In the Early Years Foundation Stage parents are encouraged to share their child's development and contribute to learning journeys.
- We welcome parents into school to help with trips, reading, spelling or sharing their skills in the classroom. Regular helpers have a DBS.
- Reception and Year 1 classes hold reading mornings every week, which parents are encouraged to attend.
- Through regular class and whole school newsletters we keep parents informed. We also use a texting service to contact parents.
- We inform parents on a regular basis about their child's progress. We have 3 parents' evenings per year and will meet parents outside of these times if necessary.
- We seek the parents' views and strive to make things better for the children.
- We inform parents about evenings to help and support their child e.g. internet safety, phonics, SRE.
- We have a good transition for children starting school.
- An Annual report on each child's academic and personal development is made available in the summer term. An acknowledgement slip is attached.
- Class newsletters are sent to each family at the start of each term, detailing the aspects of learning each child will undertake, and how families might support that learning, for example by visiting museums, galleries, websites, etc.
- Parents and carers are invited to our regular class assemblies and showcase events, when children have the opportunity to talk about their work to those parents.
- After an Ofsted inspection parents and carers will receive a summary on the findings, and later on they will be sent a summary of the action plan written in response to the report.
- All helpers are asked to sign in and sign out of the school when visiting, for security reasons.
- A home school agreement is sent home when the child joins SPS with a slip for parents to agree.

### **Ways in which effective partnerships can support pupils**

1. Parents training – ICT, etc.
2. Provide good induction for all groups of new parents – transitional decisions, etc.
3. Provide high quality information to parents/carers – newsletters, website, advance notice of all school events, celebrations assembly, parents notice board, communication between home and school, etc.
4. Ensuring all relevant school policies are effective and easy to read by parents. Home school agreement, administration of medicines, admissions, anti-bullying, attendance, homework, etc.

### **Consultation**

Our home-school agreement, signed by pupils, parents and the school, details the responsibilities and expectations of all parties.

The school will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.

Parents or carers of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child.

The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible.

Periodically the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.

This policy will be reviewed every 3years.

By working in close partnership with Parents we nurture the development of trust, respect, confidence, independence, self esteem and the desire to learn. We provide quality learning experiences with the expectation that all will have the opportunity to achieve their full potential.

**Signed:**

**Date: January 2017**