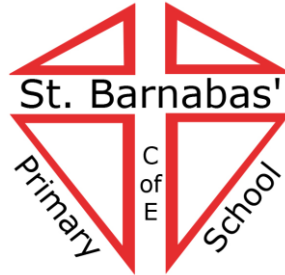


Heaton St. Barnabas' CE (VA) Primary School



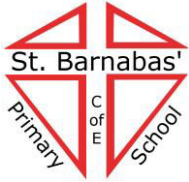
Policy For

Parent Partnership

This policy was approved by Curriculum Committee

On: 12th January 2021

Position: Chair of Curriculum Committee



Heaton St. Barnabas' C of E (V.A.) Primary School

Policy for Parent Partnership

November 2017

'Schools need the support of Parents to be truly ambitious and excellent.'

(Peter Peacock, ex Minister for Education and Young People)

Introduction

Children do better at school when parents, carers and other family members are involved in their education. Parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Parents are a major resource to support learning and as a school we endeavour to provide a range of opportunities to encourage a three-way partnership with parents, children and teachers. The importance of meaningful and positive communications between teachers and parents is fundamental, and forms the foundational principle of our policy.

Aims

It is important for **parents**:

- To feel welcomed, valued and involved in school life
- To understand the curriculum and ethos of our school
- To be fully informed about their child's education and learning
- To have opportunities to engage in learning with their child and further their own learning
- To feel able and encouraged to approach school with their views on their child's education
- To have confidence that their views will be listened to
- To actively support school policies e.g. behaviour, homework, school uniform
- To attend parent's evenings, assemblies, open afternoons and any other events to be involved in their child's school life
- To tell staff of any concerns or difficulties, interests or aspirations, that are either specific to, or that are seriously affecting their child's education.
- To keep the school informed about changes in a child's circumstances (*it is vital that the school has accurate addresses, telephone numbers, medical condition info. etc in order that the child can be looked after properly while in school.*)
- To read the school newsletter
- To check the homework diary daily and sign weekly
- To support the Positive Parents Group and share ideas and suggestions
- To support the staff and pupils in the event of school closures and moving to home Remote learning (COVID 19)

It is important for **children** to:

- have a positive attitude to school and enjoy learning
- know that their parents have positive attitudes about learning and about the school
- achieve their very best in school and be well prepared for their next school
- realise that education is important as they see their parent/s working together with school
- feel secure about the good relationships between their parents and staff.

It is important for **school staff and governors** to:

- promote and encourage a fruitful partnership with parents and carers
- encourage and support parents to play an active part in school life, fostering an ethos where all parents feel welcomed and valued
- provide accessible information about opportunities to be involved
e.g. offer bilingual support staff, interpreters or translators if necessary
- provide opportunities for parents to share their own skills, knowledge and interests with other parents
e.g. though coffee mornings
- seek to provide a range of activities, courses and workshops, to promote parental involvement in children's learning, and also 'lifelong learning' for both children and adults.
- be clear, straightforward and appropriately friendly
- pay attention to appropriate forms of address for families of different cultures and circumstances to avoid embarrassment or feelings of exclusion
- Support and encourage learning at home – helping parents to build upon the things their child learns throughout their school life in the form of homework or remote learning in the event of school closures.
- seek parents' views and opinions to find out what works best for them, and act upon them
- be as sensitive as possible, to the needs, worries, and circumstances of parents and children in all communications
- give accessible advice and information at the right time, so that parents feel confident and knowledgeable in supporting their children's learning e.g. half termly forecasts
- have informative induction systems for parents of children starting school, including a school prospectus, and transition for children leaving school
- keep parents informed of pupil progress through a range of opportunities, e.g: parents evenings, open days, written reports, newsletters and texting service.
- ensure all parents know how to find out information, make suggestions or complaints.
- Try to ensure all parents are included – e.g. develop strategies for involving fathers, parents who work or live apart from their children, encouraging apprehensive parents to visit school, etc.
- gain approval from the Senior Leadership Team for all 'original' letters before they are sent and ensure a copy of any (non-confidential) letters home are stored in a secure file in general office
- provide a pastoral team to provide support and encouragement for families suffering difficulties/crises, or barriers to involvement
- inform parents about relevant courses, workshops and training available for them, using weekly newsletters, school website and targeted invitations from mentors
- consult with parents about the times of meetings to ease access
- provide opportunities for parents to learn about the curriculum we offer and about children's learning, at school and at home
- work with parents to promote positive behaviour at home and at school.

Parent Meetings

Our 'Parent Meeting' group consists mainly of parents/carers, as all parents/carers with a child in school are automatically a member. There is also representation from staff and governor and on occasion local community members. All these groups and individuals are actively invited to meetings on a weekly basis.

Its aims are to:

- support school staff and families to ensure that the provision offered by the school is directed to develop the full potential of all our children including of personality, talents and intellectual and physical abilities
- promote and develop a strong partnership between school staff and parents, collectively and individually
- promote links between the school and its wider community
- communicate effectively with parents, children, governors and staff e.g. through letters and availability of agendas and minutes of meetings
- encourage parents to be involved in, and help with school events and functions
- organize regular school/community events which support and celebrate varied ethnic and religious groups within school
- fund raise for major school projects

Home –School Communication

At the heart of a successful home-school relationship is good communication. Below are some of the ways in which the school will try to keep parents fully informed.

Parent Engagement Timetable

This is given to every parent at the start of every school year at parent information meetings. Copies are available on request and on the school website.

Information Evenings/ annual report

School organizes induction events for new parents, and advice and information events for parents of children about to choose their secondary school. These can be face to face or remote where necessary (COVID-19) Parents' evenings provide the opportunity for parents to talk directly to teachers or via phone calls or remote meetings due to school closures (COVID-19).

A full written report is given out to parents in the spring so that parents get information early enough and can work together with staff to support their child to make good progress. At the end of the year a written summary report is sent to all parents.

Special Educational Needs/Case Conferences

Sometimes it is necessary to arrange a meeting of specialist staff, from both in/out the school, to discuss the difficulties a particular pupil is facing. Parents will be invited to such meetings. There is a dedicated SENCO member of staff who leads on specialist support across school in collaboration with the leadership team.

Texting Service

School uses a texting service which can quickly inform all (or specific groups of) parents via SMS e.g. winter weather conditions affecting opening, COVID school closures, reminder of cancellation of after school club, remote home learning links etc.

Behaviour and Discipline

Behaviour management is based on 'Restorative Practices'. Our policy is available to parents and details how any issues will be dealt with restoratively. (please see the schools Restorative Practise Behaviour policy)

Newsletters

A Parents' Newsletter is issued weekly as a hard copy but is also available to view on the school's website.

Website

Information including key policies and articles are available on the site at www.hstb.co.uk

Systems for approaching school staff

The school is always pleased to speak with parents about their children. In most cases the support will be provided by the child's class teacher. Parents are asked to make an appointment with the class teacher in the first instance where they are unable to make direct contact at the doorway.

School Trips

When a child begins school, parents will be asked to give general approval for their child to participate in school trips within the school day. Parents will always be provided with details of departure and return times, the mode of transport and the reason for the visit. If a trip is not fully within the school day, parents will be asked to sign a consent form. No child will be taken on a trip without the signed consent of the parent (either the 'blanket coverage' or a specific signed permission).

Parents helping in school

We welcome and encourage parents to come and help in school on a regular basis where possible and/or to share any special talents or interests with the children where appropriate and approved by Headteacher. In the event of school closures parents will be encouraged to support in positive ways supporting each other with the restrictions and limits of contact.

There is a separate document - 'Code of practice for people volunteering to help in school'

Before anyone is able to volunteer in school they meet the deputy head teacher, Mrs Wild to look round school, discuss availability and sign a copy of the code of practice to show that they have read and understood the requirements. Before they begin school must have received back a clear DBS (was CRB). All volunteer names are then held on a central register kept by the business manager.