



# Braeside School

## Partnership with Parents Policy

### Introduction

We greatly value the support of parents and view the education process as a partnership between parents and teachers. Pupils' learning is improved when we work in partnership with their parents, carers and their wider family. We believe in close co-operation with all families and in regular consultation between the home and the school.

### Aims

Our aims through parental involvement are:

- To enhance the learning experiences of all pupils
- To encourage parents and carers to be involved in the pupils' learning
- To provide a partnership between home and School, seeking to ensure that families feel welcome and valued

### Involvement in the Life of the School

School is open to parents and carers at all reasonable times. Families are invited to regular events, activities and celebrations that are organised by the school or the parents' association. These occasions provide an opportunity to celebrate success and a viewing public for a lot of the pupils' work e.g. plays, concerts and sports events.

Monthly Headmistress's letters and half-termly newsletters are sent home and each family receives a copy of the school prospectus on applying to/joining the School. Parents can view much of this written information on the school website.

### Involvement in Pupils' Learning

Parents can talk with teachers before and after school on an informal basis to give brief messages on most days.

Parents may make appointments to see a teacher or the Headmistress through the School Office if they have something that they would like to discuss. This will be set up as soon as required in most instances. Sensitive conversations should be recorded on Concern Forms, which are available from the Office. These should be passed to the Line Manager for discussion with the SLT.

Teachers may ask parents to see them if they have concerns about a pupil's progress or behaviour (recorded on Concern Forms).

'Settling in' meetings are held in the early part of the Autumn Term in the Early Years Foundation Stage. These give the opportunity for the class teacher to explain use of homework diaries, procedure when the child is absent, how their child is settling into the new class etc.

There is an opportunity for parents to have a formal discussion with their child(ren)'s teacher at least once a year for all age groups. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.

Reports are written twice a year on each child's academic and personal development and are made available in the Autumn and full reports in the Summer terms. Year 11 pupils receive their full report in January following their mock GCSE examinations.

Policy documents, schemes of work and National Curriculum guidance are always available for parents to view on request.

Homework schedules can be found in the front of a child's homework book. These are also emailed home and shown on the School Website. We value parental support regarding the completion of these tasks.

Reading diaries for Juniors are sent home to parents every evening, who are asked to record which pages their child has read.

### **Types of help at School**

Parents offer valued support when they respond to invitations to accompany school groups on educational visits.

We value the work of the Parents' Association. This body of parents and school staff work voluntarily to raise money for the School by organising events such as the Summer Fete, quiz nights, discos etc. The money they raise finances equipment, initiatives or extra-curricular activities for the School.

### **Organisational Arrangements**

It is compulsory to organise a personal background check with the Disclosure and Barring Service on any parent volunteering to work with pupils in School.

Any parents involved in transporting pupils in private vehicles will have to check their own insurance arrangements.

All visiting parents must sign in and out of School when visiting, for security reasons.

All parent-helpers accompanying pupils on an educational visit are informed of the purpose and details of the visit before commencement by the Group Leader.

All helpers are asked to inform the School, in advance if possible, should they be unable to assist the teacher/pupils at a prearranged time/day.

All helpers are reminded of the confidential nature of their assistance with the pupils.

### **Consultation**

The School will make every effort to consult parents about their views on school life, pupils' learning and new initiatives. This may happen through parental questionnaires. Parents will be informed of the results and subsequent action plans.

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.

Teachers can be approached informally before and after School, and will always take careful account of any information forwarded to them.

After an ISI Inspection parents will receive a copy of the report findings and may be sent a summary of the action plan written in response to the report.

### **Dealing with Problems**

Staff are advised that occasionally problems arise during meetings between teachers and parents; it is important to remember that parents may be anxious about their children and so sometimes come across in a critical fashion. It is important to remember that we are the professionals and as such we will always be prepared to listen to what parents say and then to give advice based on our professional experience.

If a situation develops in which tensions arise, it is advisable to suggest that the parent should see a senior member of staff, and terminate the meeting.