



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



PARENT AND CARER ENGAGEMENT POLICY

Rationale

Partnership with parents and carers is key to ensuring that children maximise their potential at school. Research has shown that where parents and carers are engaged with the work of the school, they are more likely to understand the importance of education and the part they can play in supporting their child, and consequently s/he is more likely to achieve successful outcomes.

Furthermore, establishing a true partnership with parents and carers can only be achieved when a school systematically seeks their views and encourages their active involvement in their child's education.

Our Objectives

We aim to establish a *partnership* with parents and carers in which:

- we take account of parents' and carers' views, providing opportunities to contribute to decision-making about whole-school matters
- we enable parents and carers to support, and make decisions about, their own child's learning, well-being and development
- we maintain good quality, frequent communication with parents and carers.

Our Principles

Our principles cover seven aspects of parent and carer engagement, and make a commitment that *parents and carers will*:

1. RELATIONSHIPS

- be encouraged to build highly positive, productive relationships with the school

2. ACCESS and RESPONSE

- be given a range of clear, accessible channels for contacting the school with enquiries or concerns, and know that these will be dealt with promptly and efficiently

3. COMMUNICATION: PROGRESS AND DEVELOPMENT

- be kept well informed about their child's achievement, well-being, behaviour and development

4. COMMUNICATION: WHOLE SCHOOL MATTERS

- receive regular, good quality communication about the work of the school

5. REVIEWING and TARGET SETTING

- be encouraged to work with the school in reviewing their child's achievements and setting targets for improvement

6. SUPPORTING LEARNING

- receive guidance on a range of strategies to support their child's learning and personal development

7. CONSULTATION

- be consulted regularly and know that their views will be used to inform decision-making about whole-school matters

Achieving our principles

1. RELATIONSHIPS

- We will invite parents and carers to establish a relationship with the school prior to their child starting, through a transition support programme which includes an individual “family interview” for each child.
- We will invite parents and carers to a Personal Tutor afternoon in the autumn term of Year 7, so that a strong relationship can be established between the school and parents and carers.
- We will ensure that, where possible, students retain the same Personal Tutor throughout Years 7-11.

2. ACCESS and RESPONSE

- We will aim to improve further access arrangements for parents and carers with disabilities.
- We will aim to respond promptly and efficiently to all communication received by telephone, e-mail and letter.
- We will aim to respond promptly and efficiently to all concerns, in line with our Parental Concerns Policy.
- We will respond positively to all requests from parents and carers to meet with staff, provided that an appointment is pre-booked at a mutually convenient time.
- We will ensure that a nominated member of staff is available to meet with parents and carers at short notice if there is an issue which requires urgent attention.
- We will hold two “open access” sessions per year, when parents and carers may meet with a senior member of staff.

3. COMMUNICATION: PROGRESS AND DEVELOPMENT

- We will report on students’ progress three times a year in all year groups.
- We will invite parents and carers to attend an annual Parents Evening for their child’s year group to discuss his/her progress with subject teachers.
- We will use the Student Planner on a lesson-by-lesson basis to indicate where students have been rewarded for good work, effort and attitude, and where there are concerns regarding matters such as behaviour, punctuality, organisation, home learning and uniform.
- We will provide a termly attendance report for each student.
- We will contact parents and carers by text or voice message as soon as possible if their child is absent from school, where no notification has been received.
- We will contact parents and carers by phone, letter or e-mail where there are particular concerns regarding their child’s progress or development.

4. COMMUNICATION: WHOLE SCHOOL MATTERS

- We will keep parents and carers informed of whole school matters through a half-termly Headteacher’s Newsletter.
- We will publish important information regarding school routines through the Student Planner.
- We will seek to maximise use of the school website to provide up to date information on whole school matters.
- We will celebrate the achievements of our school community through our school magazine “Inview”, published once each year.
- We will develop further the use of electronic communication to supplement traditional methods of communication.

5. REVIEWING and TARGET SETTING

- We will review targets and teaching strategies for all students on the SEN register, in consultation with parents and carers, at least annually.
- Where appropriate, we will invite parents and carers to attend a Positive Discipline Contract meeting to agree personalised Contract targets with staff and students.

6. SUPPORTING LEARNING

- We will provide access to “Study Support” materials for parents and carers, including a dedicated area of the school’s website.
- We will hold support and development sessions for parents and carers to help them support their child’s progress.
- As part of an Extended Services Cluster we will jointly employ a Parent Support Adviser to provide support for parents and carers (subject to continued funding).
- We will signpost parents and carers for swift and easy access to external specialist support services.

7. CONSULTATION

- We will invite parents and carers to attend an annual Parent and Carer Consultation (PCC) Evening with a specific focus.
- We will consult parents and carers when we are considering significant changes to school routines
- We will conduct a biennial “Parent and Carer Voice” survey, to gauge levels of satisfaction with the wider work of the school, and to identify areas for improvement.

Respectful communication

We all want the best for our young people, whether we are parents, carers, teachers or members of the pastoral or admin staff. To help us achieve this, we ask all adults involved in this partnership to have consideration for one another, to respect the roles we each have in looking after the interests of our young people, and:

- to be polite
 - staying calm
 - using respectful language
- to be factual
 - ignoring hearsay and sticking to the facts
 - not jumping to conclusions – working together to find out the truth and establish the full picture
- to be patient
 - taking time to listen to one another
 - giving time for things to be followed up properly – both at school and at home
 - unless it’s an emergency, booking meetings in advance so that we can discuss things when we have time to do so properly.

Monitoring the impact

The impact of this policy will be measured through:

- A biennial survey of parents and carers on the effectiveness of parent and carer engagement, as part of the wider “Parent and Carer Voice” survey.

- Surveys undertaken at Parents Evenings, focussing on specific aspects of parent and carer engagement pertinent to that year group (e.g. supporting transition, options advice, etc.)

In addition, we will monitor other indicators on an ongoing basis, such as:

- Attendance rates at year group Parents Evenings and parent support / information evenings
- Attendance at Parent and Carer Consultation (PCC) Evenings
- The response rate to surveys of parents and carers
- An evaluation of where the outcome of parent and carer consultation has influenced school decision-making

Equality impact assessment

As a school we also monitor the impact of this and other policies on students, staff, governors and parents and carers. We assess whether they could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact in terms of equality of opportunity and outcome.