

# THE GLEDDINGS PREPARATORY SCHOOL

## **Partnership with Parents Policy**

This policy applies to all pupils in school, including Early Years Foundation Stage and out of school care and clubs.

**This policy takes account of the following documents and guidance:-**

- The Education (Independent School Standards) Regulations 2014
- The Independent School Standards Commentary on the Regulatory Requirements September 2017

**This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following policies:**

- Admission
- Anti Bullying
- Asthma
- Attendance
- Behaviour
- Collecting Children from School
- Complaints Procedures
- Code of Conduct
- Curriculum
- Equal Opportunities
- Health and Safety including Out of School Activities and Visits
- Homework
- PSHE and Citizenship
- Child Protection and Safeguarding Children
- Children with Special Educational Needs, Learning Difficulties or Disabilities and Inclusion
- Sex Education and Relationship
- Teaching and Learning

### **INTRODUCTION**

We best meet the needs of individual children by creating a welcoming atmosphere within the school and by working closely with parents and carers.

### **AIMS**

In order to develop strong and effective partnerships with parents we aim to:

- create a positive ethos and climate within the school where parents/carers are valued as having a key role in their child's education;
- provide appropriate structures within the school for partnership with parents/carers;
- keep parents/carers well informed about the developments within the school related to the School Improvement Plan;
- keep parents/carers well informed of the every day life of the school;
- inform parents/carers of their child's progress and welfare in school;
- involve parents/carers in school activities;
- seek the views of parents/carers when auditing aspects within the school;
- involve parents/carers in their child's learning.

### In school we will:

- create an ethos and climate within the school where the views of all parents/carers are listened to and valued, respected and taken account of, irrespective of their ethnicity, culture, background or religion;
- ensure opportunities for parents/carers to come into school on a regular basis e.g to attend, for example, - assemblies/church services/ concerts, school book fairs, school events, attend extra curricular events or fun/sports days;
- determine the possible skills and interests that parents/carers may have that could be incorporated into enhancing the education of the pupils e.g. taking extra curricular activities/ helping within the school;
- establish clear and positive communication links with parents/carers where they know they can approach the school with a problem and it will be acted upon positively;
- seek (where appropriate) support from outside agencies if there are barriers to partnership due to language differences or a child has specific learning difficulties, emotional issues or physical disabilities;
- share responsibilities for implementing school policies on , for example, behaviour, bullying, asthma, homework, administration of medicines, health and safety, special educational needs, sex education, collecting children from school and attendance;
- involve parents/carers in fund raising events e.g. to support local charities;
- provide opportunities for parents/carers to help within the school and on school trips;
- establish mechanisms for seeking all parents'/carers' views on the provision/ areas of development/ amendments to practice e.g. through questionnaires and letters and also through email and consultations with staff.
- store all confidential information about children, staff and parents/carers in a secure place. Any person needing access to confidential information in relation to their professional duties must ask the permission of the Headteacher. Permission will only be granted at her discretion and in line the requirements of Data Protection Act 1998 and GDPR from May 2018.
- Provide weekly information via a Friday WhatsHapp email and the school website.

### Admission to School

When a child is first admitted to the school the Admissions Manager will:

- make every effort to ensure that the appropriate information for parents/carers is available to them and that they are aware of the information we place on our web site ;
- arrange an induction meeting with parents/carers before their child's admission e.g. to give them a tour of the school, explain about policies and procedures, provide other useful information and also to help allay any anxieties or concerns they may have;
- ask parents/carers for detailed and relevant information about their children, their individual needs and requirements in order to ensure the best possible care and education is provided for them;
- provide information about the topics being covered in the Nursery or which ever class is appropriate;
- request that any consent forms/agreements are completed;
- ensure that contact information and details about the child/children and legal guardian are taken prior to entry;
- keep a record of any particular needs of each child;
- check that arrangements for the children's arrival and collection are clear and understood by all staff and parents/carers;

- ensure that information about children is treated as confidential, is held securely and is only shared with parents/carers and relevant personnel;
- create class profiles to inform all teachers of the specific needs (learning and/or personal) of all children.

### **Teaching and Learning**

The school will:

- establish structures to involve parents/carers in being active partners in their children's learning e.g through - homework, learning spellings, times tables or online mathematics. The use of home-school packs and story bags and in contributing to the children's profiles in the Early Years Foundation Stage (Nursery and Reception classes);
- hold Parents'/carers' Information Evenings (PIEs) for all parents/carers for every year group of pupils to explain routine procedures and how the curriculum will be delivered at each stage of the child's education;
- provide additional information for parents/carers on ways they can support their children at home, for example, at parent information evenings, through consultation with the Headteacher and or the class teachers and support staff;
- keep parents/carers up to date with new methodologies and strategies being implemented within the school, for example, by providing information sessions on the teaching of early reading and writing.

### **Information provided**

- A school prospectus and relevant information about admission to the school;
- Additional information about school and their children's activities through the use of the school's website which is regularly updated and a Friday 'WhatsHapp' and letters;
- Informative newsletters (a Friday 'WhatsHapp');
- Alternative modes of communicating with parents/carers if appropriate e.g through the use of interpreters or involving support agencies;
- Additional meetings with parents/carers about individual children when this is appropriate or if issues arise;
- A vehicle for a two way communication link from home to school e.g through the use of the planner, reading record book and by using each child's book folder for sending home school correspondence;
- Information of extra curricular activities/clubs available/ before and after school care/ holiday school well in advance;
- Display notices and information about school events in the entrance hall or where relevant on classroom doors;
- School policies and procedures, available to view on the website, the ISI website or on request;
- The school's performance e.g in exams, sporting events, inspection and monitoring procedures;
- Information workshops where aspects of the school delivery/provision can be made and discussed.

## **Pupils' Progress and Welfare**

The school will:

- update the parents/carers about the progress of the children through parental consultation evenings and also through written reports twice per year;
- invite parents/carers in to school to discuss any concerns about their children or to share any relevant information about changes to their child's normal life or routine at any time during the school year;
- involve parents/carers of any children who have specific needs in drawing up and reviewing Individual Learning Plan targets;
- inform parents/carers about the development of any policies concerning the welfare of the children;
- encourage the parents/carers to seek advice from the Headteacher if they are unsure as to whether to keep their child away from school e.g in adverse weather or if they think their child may be infectious;
- explain the school's expectations on behaviour and attendance, for example re the school rules/rewards and sanctions and about ways of informing the school to explain a child's absence/illness;
- share details with parents/carers of any incidents that may result in pupils being put at risk;
- ensure that parents/carers to speak to the administrative staff where there are changes to the arrangements for collecting children from school.

## **Complaints**

Should there be any complaint it will be dealt with promptly and in confidence. If any complaint is received we will keep a written record of the nature of the complaint, the action taken, the person responsible for investigating and taking action, the timescale and the outcome. (See the Complaints Policy for further details).

**Privacy and Confidentiality** (See Confidentiality Policy and Procedures).

## **Monitoring and Evaluation**

Monitoring and review of the partnership with parents/carers is ongoing. Information from oral feedback, letters and questionnaires from parents/carers, and also from staff discussions and Senior Leadership Meetings and the monitoring of the School Improvement Plan will inform future developments in promoting the partnership with parents/carers. Where necessary, appropriate action will be taken to ensure that we maintain and strive to improve the strong links we currently have with parents/carers.

This policy was reviewed in September 2018.

Signed:

Headteacher

Next Review Date: September 2020