



May 2018

# PARTNERSHIP WITH PARENTS POLICY

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 May 2018  
 Review: As required

['Parents' is used throughout this document to refer to prime carer(s)].

## PRINCIPLES

It is firmly believed that the interests of children are best served when parents and professionals work together in partnership, and therefore:

- 1.1 We recognise that a considerable amount of education happens in the home and that parents and teachers have differing, but complementary educational and social roles which must operate in harmony in order to be effective;
- 1.2 To ensure effective provision for children with Special Educational Needs we embrace the principle of partnership as outlined in the Code of Practice;
- 1.3 We wish to support and strengthen the perception of education and life long learning as a means of meeting individual, family and community needs within an environment of equal opportunity and racial awareness;
- 1.4 We wish to promote the effective education of young people through the involvement, co-operation and partnership of appropriate agencies, groups and individuals.
- 1.5 We wish to work in partnership to nurture and develop resilience in children to enable them to deal effectively with pressure and get through difficult times with good outcomes.

## SCHOOLS AS PARTNERS

By working closely with parents and pupils, the Headmaster, teachers and governors should consider how they will:

- 3.1 Create an atmosphere in which parents feel secure, valued and welcomed at all times;
- 3.2 Acknowledge and value parents as co-educators;
- 3.3 Work with parents to encourage children to experience achievable success;
- 3.4 Encourage the involvement of parents in their child's education during the whole of his/her school career;

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- 3.5 Encourage on-going openness and joint involvement of parents and young people through opportunities to be involved in planning, review and development;
- 3.6 Give clear information about progress and performance with sensitivity and a due regard for confidentiality; If the school has been informed in writing that information needs to be sent to each parent separately, then the school will endeavour to do so.
- 3.7 Communicate problems whether associated with work, relationships or discipline;
- 3.8 Produce quality information about the school's aims, values, organisation, policies and governance through the school prospectus, the governors' annual report to parents, post-inspection action plans, together with personal letters which are clearly written;
- 3.9 Make appropriate use of services and provisions from appropriate outside agencies.

## PARENTS AS PARTNERS

Parents should endeavour to:

- 4.1 Communicate with staff as valued and respected professionals.
- 4.2 Acknowledge and value teachers as educators.
- 4.3 Develop a partnership with the school which involves the sharing of information, (including confidential information) and the building of trust on both sides, leading to an effective two-way communication with the school; however, it is accepted that, in the event of a child protection incident arising and because the welfare of the child is paramount, it may be impossible for the school to share information with parents at all times;
- 4.4 Support school rules, codes of conduct and school policies including those relating to discipline, homework, uniform and mobile phones;
- 4.5 Support sanctions imposed by staff;
- 4.6 Support the ethos and values of the school;
- 4.7 Take an interest in and actively support their child's education;
- 4.8 Encourage a positive attitude to learning;
- 4.9 Ensure their child's regular and punctual attendance at school;

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- 4.10 Ensure that their child meets the homework commitments required by the school and provide facilities and support for home learning;
- 4.11 Ensure their child is suitably dressed according to the school uniform policy and has appropriate equipment;
- 4.12 Attend parental consultation afternoons and evenings;
- 4.13 Take an active interest in the functions held within the school such as concerts or SUPA meetings.

## PROCEDURE

### 5.1 Choosing the correct member of staff to address a query

Appendix 1 attached to this document details who to contact in the first instance and how to progress any query that is not successfully resolved.

### 5.2 Letters

Staff will always reply to a letter from parents as quickly as possible. A response to acknowledge receipt of a letter will be made usually within 2 working days and, in most cases, responded to within 10 working days. Letters sent during a holiday period will elicit no reply until term-time.

### 5.3 E-mail

E-mails received will be treated in the same way as letters: acknowledged usually within 2 working days and responded to, in most cases, within 10 working days. E-mails sent at the weekend will not be dealt with until the following working week, e-mails sent outside the school day will not be dealt with until the following day and e-mails sent during a holiday period will elicit no reply until term-time.

### 5.4 Telephone calls

Effective telephone communication can sometimes be a problem in a school where teachers are with a class for most of the school day. Parents may be frustrated if they feel that a message elicits no immediate reply, when in fact there has been no opportunity for the member of staff to reach a telephone to return a call. Office staff will not interrupt teaching for staff to answer a telephone call unless it is an emergency. Instead they will take a message and pass it to the correct member of staff.

In a non-emergency, a return call will be made within 2 working days with any follow up action from the outline of the request/query/problem being dealt with, in most cases, within 10 working days. Staff will make a note of any telephone conversations with a parent.

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In the event of the parent becoming angry or abusive staff have been instructed to bring the telephone call to a close and to report the incident immediately to their line manager.

## 5.6 Meeting with parents

Parents wishing to meet a member of staff must make an appointment through the School Office and not simply arrive in the school building expecting to see someone. This request will be responded to within 2 working days. Parents must report to reception prior to the meeting with a member of staff. A record of the meeting will be taken by the member of staff involved. Minutes of all meetings will be retained in line with the school's Disposal of Records Schedule.

If a parent attending the meeting does not use English as their first language and has difficulty understanding what is being discussed, then the school will endeavour to obtain an interpreter.

The meeting should be conducted in an open, clear and respectful way with everyone present being given an opportunity to express their opinions. In the event of the parent becoming angry or abusive staff have been instructed to bring the meeting to a close and report the incident immediately to their line manager.

## 5.7 Social Networking

Other than social networking sites that have been established specifically for the purpose of teaching and learning/events fixtures etc, individual members of staff will not communicate with parents or students via any social networking sites nor will they accept them as 'friends'.

## Consultation and Links to Other Policies

This policy has been formulated through consultation with staff, parents and governors and will be updated in the future, when necessary. It has links to other policies including the Positive Behaviour Policy, Anti-Bullying Policy, Drugs Education Policy, Child Protection Policy, Complaints Policy and Protecting Staff at Work Policy.

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## APPENDIX 1

### CHOOSING THE CORRECT MEMBER OF STAFF TO ADDRESS A QUERY

If you have a **General Query or Concern**

Contact the **School Office**

#### ACADEMIC CONCERN

If your query or concern is about your individual child in relation to their **learning**, please follow the communication route in the order below:

#### PASTORAL CONCERN

If your query or concern is about your individual child in relation to their **pastoral care**, please follow the communication route in the order below:

contact the **Subject Teacher**

contact the **Form Teacher**

only if the matter remains unresolved contact the **Head of Department**

only if the matter remains unresolved contact the **Head of Year**

only if the matter remains unresolved contact the **Vice-Principal Teaching & Learning**

only if the matter still remains unresolved contact the **Vice-Principal Pastoral**

only if necessary, finally contact the **Headmaster**

only if necessary, finally contact the **Headmaster**