

**Belvue School**

**Definition:** Parents ‘for the purpose of this policy the term ‘parent’ is used to indicate any adult who plays a significant role in a child’s life.   
Family; those who share responsibility for the well-being of the child

1. **Rationale**

We value that only when school and families work closely together can we achieve the best for our young people’s future. We are therefore committed to ongoing dialogue with parent and families to improve our knowledge of the needs of our young people so we can maximise the support we offer to ensure they are prepared for adulthood and the world.

1. **Aims**

To support parents as their child’s first and most important educators.

To empower parents to have the confidence to support their child’s independence in readiness for their transition into adulthood and the world.

To support parents’ understand the changing needs of their child as they move into adulthood.

To encourage parents to be involved in the life of the school and their child’s learning.

To enhance the learning experiences of all pupils.

To provide a partnership between home and school, ensuring that families feel supported, welcome and valued.

To enhance learning/parenting journey for parents and families.

To provide a hub of information to support families, including workshops run by school and the local community.

1. **Objectives**
   * **Theme 1: Fostering effective family-school partnerships**
     1. Ethos

* Everyone in school values building trusting relationships with parents
* Everyone in school believes that pupils will achieve more when we work closely with families and communities
* Everyone in school makes an effort to understand the needs of families and the school community
* Staff are welcoming to parents, greet them in a friendly way and, in general, acknowledge the presence of parents and other visitors
* Our school makes a special effort to encourage families that are not normally involved to engage in school life.
* Our school makes a special effort to support families of all ethnicities with opportunities to celebrate their culture.
* Everyone works actively to build relationships and engage with fathers and male carers.
* Everyone works actively to understand, build relationships and engage with Black African and Black Caribbean families.
  + 1. Environment
* Our school environment is always welcoming, easy to navigate, and engaging for parents (i.e. displays children’s work in the hallways)
* Locked entries have a clear way for parents to gain access.
  + 1. Policies
* Parents know where to find policies and who to ask for support to understand them
* Our school is working to involve parents more effectively in reviewing school policies or introducing new ones
  + 1. Staff & Leaders
* Members of the Senior Leadership Team (SLT) are visible and available to parents at the beginning and or end of the school day (e.g. on gates or in playgrounds)
* Class teachers and Vertical Tutors feel confident to build relationships with parents
* Support staff feel confident to build relationships with parents
* Our school employs a member of staff dedicated to working with parents.
  + 1. Events
* Our school has regular opportunities for parents to attend celebration events such (e.g. winter and summer shows)
* Our school has regular opportunities for pupils to share their learning with parents and carers (e.g. through learning conversations, annual reviews)
* Our school holds regular community or fundraising events which bring people together
* When planning events our school takes into account the needs of :
  + working parents
  + those with younger children
  + fathers or male carers
  + families who speak English as an additional language.
  + **Theme 2: Communicating & consulting effectively**
    1. Newsletters & website
* Our school has a regular blog for parents on the website.
* Our school provides all parents with weekly updates on their child’s work in school through the school’s assessment tool - Earwig
* A timetable of annual/termly events is made available to parents
* Our school website is easy to navigate and contains key information for parents and is updated regularly
* Our school website provides parents with clear information on school policies for example the Behaviour policy.
  + 1. Processes for contacting staff
* School staff communicate frequently with parents using a variety of means (i.e. letters, email, telephone, in-person, Earwig, blogs, etc.)
* Clear information is provided to parents so they know how to reach teachers directly and know how to make an appointment with the class teacher
* Clear information is provided to parents so they know how to make appointments with the headteacher or other senior leaders
* There are clear processes for parents to voice concerns or complaints and parents receive prompt responses.
  + 1. Progress & Performance
* Our school provides parents with pupil performance data and support to understand it through learning conversations and the Annual Review process
* Home school agreements between the school and each parent clarify expectations for how everyone will support pupils progress
* Our school encourages parents to let them know how events in the home may affect their child in school
* Learning conversations with every parent are held at least twice a year with follow-ups as needed at times when parents can attend.
  + 1. Parent voice
* Our school conducts an annual survey of parent and carers, the results of which are shared with all stakeholders including agreed actions
* The views of parents are also collected through the annual review process
  + 1. Tailoring approaches
* Communication is modified for non-English-speaking or low-literacy parents and those new to the British Education System
* Where parental responsibility is shared all communication is sent to both parents.
  + **Theme 3: Enabling parental engagement in learning**
    1. Attitudes & impact
* Our school believes that all of our parents have the capacity to support their children’s learning
* Our school lets parents know how important they are to their child’s learning.
  + 1. Curriculum assessment and progress
* The content of the curriculum is published every year on the school website for parents
* All parents are given information each year on expectations for pupil progress (end of year assessment goals)during the annual review
* All parents are given information each year on how progress will be measured or assessed using Earwig and this is shared at the annual review.
  + 1. Home learning
* All parents are given information each year on home learning/homework expectations
  + 1. Wider impacts on learning
* All parents are given information each year on other ways they can support their children (i.e. sufficient sleep, nutritious food, a suitable place to do homework etc.)
  + 1. Workshops
* There are opportunities for parents to engage in workshops (parent empowerment) and activities which help them to practice the skills needed to support their child’s learning and development at home.
  + **Theme 4: Empowering parents and carers to develop their own skills**
    1. Ethos
* Our school believes that building parents’ knowledge and skills is important to supporting children’s achievement.
  + 1. Adult learning
* Our school offers on-site/online (and soon off-site) opportunities for parents to develop their knowledge and skills based on their needs (e.g. managing behaviour)
  + 1. Parent Staff Association
* Our school has a Friends Association of Belvue School which is accessible and actively recruits parents and welcomes new families.
  + **Theme 5: Supporting successful transitions**
    1. Entry to school
* Our school provides opportunities for parents to come into school both before and after children have been offered a place
* Transition meetings are carried out for all children at point of entry to the school in their first term
* Our school provides information and induction events for parents to support their child’s transition into school
* Our school provides additional support for those families with children entering the school who are new to the British education system.
  + 1. Within school
    - Our school provides opportunities for parents to share information about their child early in the academic year during the learning conversation and via the home/school diary.
    - Our school provide information and support to parents to enable successful transitions between Key Stages.
    1. Leaving school
* Our school provides advice, information and workshops for parents whose children are transferring to the next stage of their education, training or apprenticeship.
* Our school runs annual transition meetings for parent to support them with their child leaving school.
  + **Measuring impact**
    1. **Reach**
       - There are school-wide processes for recording attendance at parent events and this information is collated centrally
       - Our school interrogates attendance data to ensure all parent groups are actively engaged
       - Our school has an agreed approach for targeting those families who do not participate and supporting them to do so.
    2. **Impact**
       - Our school uses baseline questionnaires to measure the impact of parent workshops and sessions
       - Our school encourages parents to inform us of the type of parent workshops they would like us to provide
       - Our school invites feedback from parents on their child’s education as part of the annual review process
       - Our school gathers the views of parents during learning conversations held twice a year
       - Our school actively encourages parents to give feedback and raise any concerns about their child’s experience in school via the home/school diary and face-to-face meetings
       - Feedback is routinely gathered from parents attending workshops and sessions and this information is collated centrally
       - Our school is developing a system to monitor the impact of specific initiatives involving parents on pupil outcomes using Earwig.

1. **Review**

* This policy will be reviewed biannually by the Lead teacher for Parental Engagement and then ratified by the SLT and Governors
* The next review date will be March 2025.

1. **Roles & responsibilities**

* There is a named member of staff for Parental Engagement – Sarah Grimstone
* All teachers and Vertical Tutors have a responsibility to ensure that communication and parental engagement is in line with this policy
* The Senior School Administrator is responsible for keeping the website up-to-date   
  including the weekly blog and half-termly newsletter
* The SEND administrator is responsible for collating parental feedback
* The Friends Association of the School is responsible for organising social and   
  fund-raising events
* The Assistant Heads and Transition Leader are responsible for ensuring effective   
  transition events and communication
* The Parent Empowerment Lead is responsible for organising and collating the calendar for Parent Empowerment events