



Parent Partnership POLICY

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Easterside Academy **Parent Partnership Policy**

1 Aims

Easterside Academy firmly believes in developing Parental Partnership in order to help the school to raise standards and create a supportive and happy culture within the school.

If parents are not happy with the school, its staff, and its policies, then pupils will not be happy. Unhappy pupils will not make progress.

Parents are our clients and have a key role to play in the development of the school and their children's learning.

If the school respects the role of parents, then parents will respect and assist the school.

Promotion of our aims

Our aims for improving Parental Partnership are promoted by the following means:-

- Mission Statement
- Admission interviews
- Open door policy for parents
- Complaints policy
- Inclusion of Parental Partnership in the School Improvement Plan
- Meetings with Parent Governors
- Communication with parents on matters of policy
- Regular newsletters on a variety of issues
- Close liaison with parents regarding children's progress
- Reporting to parents on a variety of issues
- Encouragement to help in school
- Invitations to take part in events in school involving children
- Opportunities to be involved in Adult Education within the school
- Opportunities to be given placements in school as part of links with local colleges

Mission Statement

- The mission statement clearly states what the school should do, the pupils, and parents, in order to help pupils to reach their potential.
- Parents receive a copy of the Mission statement in the school Prospectus

- The school also distributes a parental partnership leaflet with the prospectus.
- Parents are expected to sign the Home School Liaison Agreement. Copies of these are kept with each pupil's CEMIS form.

Admission Interviews

- Every parent has the opportunity to meet with the Head when admitting their child to the school.
- Every parent must meet with the Nursery teacher, when admitting their child to Nursery. The teacher emphasises what the parent can do to support their child with learning.
- Every parent must meet with the Head as part of a group when their child is ready to be admitted to Reception. This is done through a presentation by the Head with the opportunity to meet other key adults and services that they will come into contact with in school. E.g. Education Welfare Ltd; School Nurse; Catering.
- The school uses a check list approach to admission interviews, so that every area is covered through conversation e.g. attendance, homework, S.E.N, etc.
- Partnership is stressed throughout the interviews and it is an early opportunity to meet parents face to face.

Open door policy for parents

- The parents are aware that the school operates an Open Door Policy for parents.
- Class teachers are available every evening for parents if they have something to discuss.
- Parents are told that only urgent messages can be passed to the teacher at the commencement of the day, as the teacher's prime concern is to start the lesson.
- The Head Teacher is available at 9.00 a.m., and at 3.00 p.m (unless out of school) if a parent needs to discuss something. If the Head is unavailable, a message can be left, and the Head will contact the parent by telephone, or an appointment can be arranged through the office. The Care Team are also available to speak with parents at any point during the day if they are available.
- Parents are urged to see the class teacher first, if it is a routine matter. However, if the situation cannot be dealt with by the teacher, or is a serious concern, the Head will be happy to meet the parent.

Complaints policy

- Parents should, in the first instance, make their complaint to the Head Teacher. All complaints are treated seriously and are dealt with, no matter how trivial they may seem. Teachers are instructed to pass all complaints to the Head Teacher.

- Parents are told they can officially complain to the Governing Body if they are unhappy with the way in which their complaint has been handled. There is an official complaints form for this procedure.
- The Head informs the Governing Body of ongoing issues.

Inclusion of Parental Partnership in the School Improvement Plan

- Parental Partnership development is included in the School Improvement Plan, both in Curriculum Action Plans for all subjects, and in the maintenance part of the plan.

Parent Governors

Communication with parents on matters of policy

Although the meeting with Parent Governors is a useful opportunity to consult with parents, the School also consults with all parents before launching a major new initiative or change in policy.

The school consults annually with parents through questionnaires regarding a number of issues such as:-

- Views on Homework (Head)
- Views on Consultation Evening (Head)
- Views on Customer Care (Administrator)
- Views on Study Support (Study Support Coordinator)
- Views on Nursery (Foundation Stage Coordinator)
- Views on a range of aspects of the school's work (Head)

The outcomes of such consultation are reported in the newsletter and on the website / APP. They form part of School Self Evaluation

Regular newsletters on a variety of issues

The school works hard to ensure that parents receive regular and relevant information about a range of issues.

- The Head Teacher sends a fortnightly newsletter to keep parents updated on staffing issues, curriculum issues and initiatives, visits, fund raising, Health and Safety information, attendance and school results, advance notice of diary dates events and P.D.Days . Interim newsletters are also sent out on particular areas. These can also be found on the website and APP.
- Team Leaders send out a termly curriculum information newsletter, informing parents what is to be taught during the term and ways in which they can help their child. These can also be found on the website.
- Information leaflets are produced, as and when necessary, to highlight areas for improvement. For example on attendance issues, S.E.N. procedures, Health and Safety, Security.
- Teachers and teams communicate with parents through newsletters about visits, Swimming Baths, P.E., assemblies, promotions etc.

- The Admin staff communicate with parent about dinner money, changes in school meal arrangements and attendance.

Close liaison with parents regarding children's progress

Consultation Time

- The school holds three Consultation evenings annually, to keep parents informed about their child's progress and their targets for learning.
- At consultation time the class teacher meets with the child and their parent for a 'learning conversation'. The teacher agrees and shares targets as well as giving parents information about whether their child is on track to reach their end of year targets. Teachers will also comment on progress against other targets, such as writing targets and progress with numeracy objectives. Other areas such as behaviour and attendance are discussed.
- In July, parents are given the opportunity to discuss any issues arising from their child's annual report.
- At admission, the Head asks for support at Consultation Time.
- Attendance data is collected and analysed.
- Consultation Time is also used for conducting S.E.N.D. reviews with parents of children on the S.E.N.D. register.
- Teachers are asked to chase up non-attendance to the best of their ability.

Interim Meetings

- Parents and staff know that they are welcome to discuss progress at any time between consultation times. Parents should not have to wait until a Consultation Time to hear there is a problem with any aspect of their child's progress in school.
- Teachers can request parents to attend a meeting.
- Parents can request a meeting with the child's teacher.

Communication with parents

- Staff are asked to communicate with parents whenever there is a need to ensure good relationships are fostered. Communication is essential regarding S.E.N.D. attendance, accidents, lost property, behaviour issues, as well as progress with learning.

Reporting to parents on a variety of issues

SATs Information

- Every year meetings are held to inform parents of arrangements for SATs at Key Stage Two.
- Key Stage Leaders hold these meetings and spend a lot of time preparing for them in a parental friendly way to ensure understanding and participation. Parents are given examples of past papers to look at. Revision is discussed and the need for partnership with homework and attendance.

Sex and Relationships Education (SRE)

- Every Summer Term, the school's Sex Education Programme is delivered for Year Six pupils. Parents are invited to preview the video materials and talk to the school Nurse in order to inform them of how we teach the programme.

Encouragement to help in school

- The school is proactive in encouraging parents to help in school, both within and outside the classroom. Particularly in Early Years, teachers are asked to foster good relationships with parents at the classroom door, and to work hard to get them to support in class. Parents who form close relationships with the school in these early days, often support the school throughout their child's time in the Primary School, and become confident in approaching the school, and helping in school.

Invitations to take part in events in school involving children

- Parents are invited to engage in their child's learning on regular occasions throughout the year E.g. Open Mornings; Stay and Play; Activity Sessions.
- Parents are always invited to celebration events in school.
- Christmas activities are held annually at the church and in school.
- An annual Celebration of Achievement event is held in July on two occasions, one for Key Stage One pupils and parents, another for Key Stage two pupils and parents.
- Parents are invited to sporting events and encouraged to help with transport when necessary.

Opportunities to be involved in Adult Education within the school

- The school works closely with outside agencies in order to promote lifelong learning within the school. Courses are organised and delivered on site covering a wide range of subjects, such as English and Maths, story sacks, I.C.T. etc.

Opportunities to be given placements in school as part of links with local colleges

- The school actively encourages parents to join Child Care/ Development courses, and offers placements to them while they are studying. This benefits the school as well as the parents, by reducing the adult child ratio in classrooms. Many parents have gone on to gain employment in other schools and have been employed at Easterside Academy . This is an important part of our Investors in People culture within the school.

Additional Support for Parents

Parents have access to a care team working on their behalf and in the interest of every individual child.

1. SENCO

Our SENCO provides parents with an opportunity to discuss and share information about their child's special educational and basic skills needs in a non-threatening way. She will discuss:

- Appropriate intervention strategies and how they may impact on learning
- Additional support that the school will give the child
- The need for a group or individual I.E.P
- Review progress with the parent
- Refer the child to the appropriate agency if necessary
- Help the parent to initiate the statementing process if necessary
- Provide support and information throughout the process and subsequently depending on the outcome

2. Learning Mentors

Our learning mentors supports pupils with:

- Homework targets, attendance targets, I.E.P. / SEN Support Plan targets
- Relationships, conflict resolution
- Bullying, Racial Incidents
- Bereavement

They liaise with the Head, SENCO, Parent Support Advisor (PSA), social services and other agencies as necessary.

They works in partnership with Teachers and Teaching Assistants.

3. Parent Support Advisors

Our Parent Support Advisor supports families with:

- Attendance and barriers to regular attendance and punctuality
- Home School issues – health, debt, contact information, concerns
- S.E.N. support and information
- Basic skills and literacy problems
- Asylum seeker support

PSAs help parents to access the appropriate agencies to meet their needs, both voluntary and statutory.

4. Pupil and Study Support Activity Worker

Our Pupil and Study Support Activity Worker provides a range of after school clubs, organises pupils over lunchtime ensuring our older children make a positive contribution, and supports our Breakfast Club.

She liaises with families over inclusion issues relating to her work

Review and Evaluation

- Parental Partnership is reviewed annually as part of School Improvement Planning. It is a designated area of responsibility for the Head Teacher in relation to School Self Evaluation.
- The policy will be updated in line with developments.