

Parental involvement in and out of the school day

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1. Policy statement

This Policy sets out guidance to schools and parents about how parents and carers can work together with schools to maximize learning outcomes and personal development of all children in school. All parents and carers are equally valued as part of our schools' community. Children's learning is improved when we work in partnership with their parents or carers, and their wider family. We therefore believe in close cooperation with all families, and in regular consultation between the home and the school.

2. Scope and purpose of the policy

This policy applies to all children in school, including those with special needs and disabilities. The purpose of the policy is to recognise the invaluable role parents and carers have in working with the school, also to set out the ways in which this happens in practice.

3. Involvement in children's learning

It is recognised that local arrangements may vary slightly but the following principles apply:-

- 3.1** Parents and carers can talk with teachers after school on an informal basis on most days.
- 3.2** Appointments to see a teacher or the headteacher can be made through the school office, and can be set up for as soon as required in most instances.

- 3.3 There are opportunities for parents to have a formal discussion with their child(ren)'s teacher at specified times in the school year. Teachers value these opportunities to celebrate successes, review learning targets and listen to parental views.
- 3.4 An annual report on each child's academic and personal development is made available in the Summer term. An acknowledgement slip is attached, and parents may request a meeting with the teacher to discuss the contents of the report.
- 3.5 Policy documents are readily available for parents and carers to view on the school website or a paper copy can be requested from the school office.
- 3.6 Parents and carers are invited to our regular 'sharing assemblies' e.g. Class Assemblies, when children have the opportunity to talk about their work to those present.

4.Types of help at school

- 4.1 Parents and carers are invited to help with groups and activities in class (e.g. listening to children read, or helping with practical activities). It is good practice for parents to support in classes where their children are not present. The latter is important because child and parent both need space and independence - if we happen to have staff who have children in the school, we try to make sure they are not directly involved with each other in school time, and if this is not possible due to circumstances it is for a short a period as possible.
- 4.2 Parents and carers offer valued support when they respond to invitations to accompany school groups on educational visits.
- 4.3 Parents and carers are invited, where possible, to visit classes and groups of children to give talks or demonstrations on areas of interest in which they are experts.
- 4.4 We value the work of parents and supporters groups. This body of parents and school staff works voluntarily to raise money for the school.

5.Organisational arrangements

- 5.1 It is necessary to organise a personal background check with the DBS (Disclosure Barring Service) on any person who will be working with children in school, prior to that person's involvement.
- 5.2 Insurance cover will be organised regarding parents' and carers' work at school, but those involved in transporting children in private vehicles will have to check their own insurance arrangements in this regard and produce evidence of this to the trip organiser.
- 5.3 All helpers are asked to sign in and sign out of school when visiting, for security and safety reasons.
- 5.4 All helpers working with children in class are asked to check the purpose and details of the activity, before commencement, by talking with the teacher.
- 5.5 All helpers are asked to inform the school, in advance if possible, should they be unable to attend school at a prearranged time.
- 5.6 All helpers will be reminded of the confidential nature of their work in school.

6.Consultation

- 6.1 The schools will make every effort to consult parents and carers, both formally and informally, about their views on school life, children's learning and new initiatives.
- 6.2 Parents or carers of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child. It is our policy that item 4.1 above applies to all pupils in the school.
- 6.3 The school values regular feedback, and will make every effort to act on parents' and carers' views, wherever possible.
- 6.4 Teachers (including the headteacher) can be approached informally before and after school, and will always take careful account of any information forwarded to them.
- 6.5 Periodically the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.
- 6.6 After an Ofsted inspection parents and carers will receive a summary of the findings, and later on they will be sent a summary of the action plan written in response to the report.

7.Links with other policies

There are links to other policies, most specifically SEND, Safeguarding, medical needs and trips

- 7.1 If a child is not well enough to be in school then it is the parent or carers responsibility to look after them at home until they are well enough to return to school. If a child becomes unwell during the day, the parent must arrange for them to be collected as soon as possible. If a child is deemed to be in a medical emergency and an ambulance is called, school staff will stay with the child in school, in the ambulance and at the hospital until parents arrive, or longer if medical professionals feel this is necessary.
- 7.2 School staff have responsibility for the children during the school day (or until school clubs finish). If medical needs and in a club, this must be discussed with the school so that appropriately trained staff are available to support as needed.
- 7.3 School staff have responsibility for the children during school trips, including residential. For children with SEND consultation with parents and carers is essential to ensure the needs of the child can be met. If appropriately trained school staff are not available all efforts will be made, in conjunction with parents and carers, to provide SEND pupils with the same experience as all others.