

Parent Engagement Policy

Date written: January 2024

Date to be reviewed: January 2028

Rational and aims

Stewart Fleming Primary School recognises the importance of maintaining lines of communication with all stakeholders (parent's and carers, staff within the school, The Pioneer Academy, the wider community and outside agencies). We are committed to following our Personal Goals and believe that good communication between all these groups is essential to ensure positive engagement. We are also committed to being accessible and open to all those who have an interest in our school.

Children achieve more when everyone works together. Parents, carers, governors and friends of the school can naturally support them better if they are aware and engaged in what the school wants to achieve. Effective communication fosters positive and respectful relationships within the school and promotes engagement with parents and the wider community.

This policy sets out to address the main ways in which Stewart Fleming Primary School ensures effective, consistent, coherent communication both to internal and external stakeholders, to ensure their positive engagement in line with both the school's and TPA's ethos.

We strive to make written communications as accessible and inclusive as possible. We use Standard English, using inclusive and accessible language in an easy - to - read font and add pictures wherever appropriate. We seek to avoid bias, stereotyping or any form of discrimination. We recognise and celebrate the contributions made by all cultural and other groups represented in our school and community.

Home School Agreement

Stewart Fleming Primary School's Home School Agreement (see Appendix 2) is shared with all parents and when age appropriate with children during their admissions meeting. It explains the school's responsibility towards children, the responsibilities of parents and what the school expects of children within the context of our ethos.

The agreement covers our expectations regarding attendance, behaviour and wearing the correct uniform.

Sharing the curriculum offer with Parent's and Carers

Each term parent's and carers' will be invited to a curriculum meeting led by the year group lead. Every half term parents and carers will receive a curriculum letter outlining what is being taught over the half term against each curriculum subject and practical information around organisation e.g. P.E days, when homework is issued and collected, book change days etc.

Curriculum information for each year group, alongside class timetables are also available to view on the school website.

There are regular coffee mornings and workshops around various aspects of the national curriculum that parents and carers are invited to attend throughout the school year. These are shared via the parents and carers calendar, the school website and posters around the school site.

Reporting Children's progress and attainment

Parent's Evenings

Parent's evenings provide parents with the opportunity to meet their child's teacher in a private parent-teacher consultation. This gives parents the opportunity to celebrate their child's successes and to further support their child where needed. Before, during and after these meetings parents and carers have the opportunity to see their child's work.

Stewart Fleming Primary School provides parents and carers with the opportunity to meet with teachers at three points during the academic year:

Autumn Term

Early in the second half of the Autumn Term, parents are invited into school for an informal parent's evening to meet their child's new teacher and discuss how they are settling into their new year group.

Spring Term

In the second half of the spring terms parents are invited into school to meet with their child's class teacher to discuss their child's progress and attainment over the previous school term.

Summer Term

This is the final parent's evening where parents and teachers discuss progress and attainment over the academic year.

Written Reports

In line with the final Parent's Evening, parents will also receive a written report detailing their child's progress and attainment against the national curriculum. This report will identify areas of strength and areas for future development. At Stewart Fleming Primary School we share these reports with children and ask them to make comment on their progress and we ask parents and carers to make a similar comment. We also give children and their parents in year 6 details of their performance in KS2 SATS.

Parents of Children with Special Educational Needs

In addition to the communication methods outlined above, parents of children with SEND may be invited to additional meetings in order to review specific targets and keep all stakeholders aware of any additional educational provision. Parents of children with an Educational Health Care Plan will also be invited to attend an annual review of their child's EHCP plan.

Stewart Fleming Primary School welcomes the presence of any adult a parent may wish to invite to a school meeting such as an interpreter, advocate, friend or family member. We also endeavour to make interpreters available when required.

Home – school communication

School Communication to parents and carers

School staff will contact parents and carers to share information or share issues by letter, phone call, text message and in person.

A **weekly** newsletter to parents and carers is published and emailed to all parents and carers. It contains general details of school events, activities and news. In addition to this each year group publishes photos and information about learning, school trips and or workshops via the school's Twitter Page.

A termly key dates calendar is sent out in advance of the term ahead with key dates for parents and carers to make a note of for the term ahead. This calendar is also accessible via the school website.

Stewart Fleming Primary School does send out other letters of a general nature when necessary, such as:

- Letters around out-of –school visits
- Invitations to EHCP annual reviews
- Letters regarding curriculum enrichments opportunities

This information can sometimes also be shared via text message to a parent's phone.

If a child is absent from school and no reason has been given, parents will be contacted by telephone on the same day to find out the reason for the absence. (Please refer to our Attendance Policy for further information).

If a child has an accident or becomes ill at school, we will try to contact parents by telephone to make them aware. Occasionally, in the case of a child becoming ill on school site, parents and carers may be called and asked to take their child home from school. In the case of a minor accident first aid is administered an email is sent directly to parents informing you of the accident and what first aid was administered. (Please refer to our Health and Safety Policy for further information).

Where an incident affects the whole school community, such as a power cut or adverse weather conditions, the school will send all parents a text message or email to make them aware. If the school is closed for more than one day, an update will be posted on the school website.

Parents will also be contacted by phone and could be asked to attend a meeting in line with our behaviour policy following a behaviour incident during the school day. (Please reference Behaviour Policy for further information)

Public Access Documents

Stewart Fleming Primary School makes a range of documentation including; national statutory guidance, The Pioneer Academy guidance and school policies, including SRE, The SEND Information Report and Safeguarding and Child Protection Policy available to parents via the school website. A full list of these documents can be found in Appendix 1. Parent and carers can ask at reception for a printed copy of any of these documents.

Parent Communication to School

Parents may contact school staff to share information or concerns in person, on the phone, in a letter or via e-mail.

Stewart Fleming Primary School encourages parents and carers to share any information or concerns around their child at the earliest opportunity. Usually these concerns are best addressed by a child's class teacher or Year Group Lead.

All parents and carers have the opportunity to have a brief and informal touch in with class teachers at the dismissal daily. If it is more appropriate to have a private or longer meeting to communicate information or concerns with a class teacher an appointment can be requested, if this is not possible at the time, then an appointment can be made for nearest mutually convenient time.

Senior Leaders all have duties at the beginning and the end of the school day and are also available for brief and informal touch-ins with parents at these times. As outlined above; a private or longer meeting can be requested, if this is not possible at the time, then an appointment can be made for the nearest mutually convenient time.

Parents and carers can also request to meet with specific members of staff through the main school office in person, through a letter, via a phone call or e-mail to the school administration e-mail address: insert school email address. We ask that parents do not e-mail school staff directly.

The following response times following a parental request for a meeting are usually adhered to:

Communication from Parent	Suggested Response Time
Phone call	Within 24 hours
Email	Within 3 - 5 working days
Written Letter	Within 3 - 5 working days

If a face to face meeting is not possible then a phone call conversation can be scheduled at a mutually convenient time. Please do note that any concerns detailed in an e-mail will be responded to, in the first instance, with an acknowledgement e-mail and a request for a meeting with the appropriate member of staff.

If parents or carers feel any concerns were not resolved or appropriately addressed they may wish to escalate their concern through requesting a meeting with a member of the Senior Leadership Team using the procedure set out above.

If a satisfactory resolution has not been found, following a meeting, a parent will be informed that s/he will need to consider whether to make a formal complaint to the Head teacher. A complaint can be made in person, in writing or by telephone (see Appendix 3)

Letter's or e-mails received by staff and their replies will be kept on file. Letters to parents will be approved by the Headteacher (or delegated member of SLT) before being sent out.

Consultation and co-production

Consultation between school and parents takes place in a variety of ways depending on the consultation.

Each parent's evening questionnaires are issued to parents through hard copies to address key issues such as the school curriculum, uniform, quality and accessibility of the school's materials etc.

Where possible, parents are asked to be part of steering groups, alongside other stakeholders to share their views or co-produce school policies or processes.

Appendix 1:

Academy School's in England must publish the following information and documents on their website.

1. School contact details
2. Admission arrangements
3. School uniforms
4. Ofsted reports
5. Exam and assessment results
6. Performance tables
7. School opening hours
8. Curriculum
9. Remote education
10. Behaviour policy
11. Pupil premium and recovery premium
12. PE and sport premium (for primary schools)
13. Public sector equality duty
14. Special educational needs (SEN) and disability information
15. Careers programme information (for Years 7 to 13)
16. Complaints policy
17. Annual report and accounts
18. Executive pay
19. Trustee information and duties
20. Charging and remissions policies
21. Values and ethos
22. Requests for paper copies

Appendix 2

Home School Agreement

Pupil Name: _____ D.O.B: _____ Date of Entry: _____

As a parent I will:

- Make sure that my child attends school regularly, on time
- Ensure my child wears the correct school uniform and is properly equipped e.g.: PE kit, school uniform;
- Attend parents' evening and discussions about my child's progress;
- Support my child in homework and other opportunities for home learning;
- Support the school's policies and guidelines for behaviour;
- Let my child's teacher know about any concerns or problems that might affect my child's work, well-being or behaviour;
- Always demonstrate politeness and respect when on the school premises;
- Praise and encourage my child's achievements at school;
- Read with my child regularly and fill in the reading record at least three times per week;
- Not take holidays in term time;
- Check school bags for letters or important information my child has been given.

As a child at the school I will:

- Wear correct school uniform at all times;
- Be responsible for my reading record and homework book;
- Have good table manners and behave at mealtimes;
- Follow the school rules at all times;
- Make sensible choices with regards to behaviour at all points during the day especially at playtimes;
- Show respect for others – children and adults.

School will:

- Provide a safe and caring environment within which children are encouraged to do their best;
- Encourage children to respect each other and their surroundings;
- Contact parents if there is a problem with their child's well-being, attendance, punctuality, uniform;
- Keep parent's informed about school activities through regular letters home, Newsletters and notices about special events;
- Celebrate children's cultures and ethnic backgrounds;
- Arrange Parent's Evenings during which progress will be discussed;
- Set, mark and monitor homework;
- Make school procedure and policies explicit to the school community (see website);
- Let parents' know about any concerns or problems that affect their child's work, well-being or behaviour;
- Praise and encourage pupils learning through positive school rewards e.g.: merits, stickers, postcards and achievement assemblies.

Parent signature: _____

Head teacher signature: _____

Pupil signature: _____

Concerns and Complaints Process

Stage 1 - Informal stage

Informal concern is received in person, by telephone or in writing.

An informal concern is acknowledged within **3 school days** and completed within **5 school days** by the relevant member of staff – complainant is asked what action would resolve the issue. Actions are recorded.

Concern resolved

Concern not resolved

Stage 2 - Formal stage

Complainant lodges complaint to headteacher within **5 school days** of the concern not being resolved at the informal stage

Headteacher acknowledges complaint within **3 school days** and arranges a meeting with the complainant. If complaint is regarding the headteacher, Regional Director responds within **3 school days** and arranges a meeting with the complainant.

Discussion and further actions are recorded and communicated to complainant in writing, including an explanation of the decision, within **10 school days**.

Complaint resolved

Complaint not resolved

Headteacher reports outcome to School Board.

Stage 3 – Panel Hearing

Complaint lodged within **5 school days** to the Clerk. Written acknowledgement of the complaint is made within **3 school days**.

Complaints Appeal Panel meets within **20 school days** to hear the complaint with documentation circulated **5 school days** before the hearing

Complaint resolved

Complaint not resolved

Chair of Complaints Appeal Panel reports outcome to School Board.

Stage 4 – Appeal to ESFA

