



# ICS Policy Document

**Whilst all Policies have a minimum date for review as a guideline, policies are under constant review. Changes to policies will occur as required.**

## Parental Involvement Policy

Approved by: Principal Committee

Date: November 2019

Last reviewed on:

Date: N/A

Next review due by: 2 yearly

Date: November 2021

### Overview

At ICS we believe that children benefit most from education and care when parents and schools work together in partnership.

Both home and school want the best for the children. Parents and guardians want them to have the best opportunities so that they can become successful and happy members of the school and wider community. At ICS we want to provide students with the environment and support they need to achieve all their potential.

Effective partnership between home and school is key to these aspirations. Parents are the most important influence in a child's life, and the school needs to listen to, and communicate with, parents effectively to build the trust and understanding needed for students to achieve their best.

*When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. This also refers to guardians who have accepted 'parental responsibility'.*

### Aims

- To enhance and broaden our children's education through the involvement of parents and the local community when possible.



- Foster and promote a three way partnership based on mutual respect between parents, children and all those working within our school.
- Ensure that ICS is a culturally appropriate environment that values parents and carers and is sensitive to family needs.
- Recognise that parents and guardians are the most important influence in a child's life and that school is most effective when there is a partnership between parents, children and school.
- Provide helpful communication with parents about how their child is doing.

### **Involvement in the life of the school and the children's learning**

- We are committed to ongoing dialogue to improve our knowledge of the needs of children and to support families.
- The Principal and staff are happy to meet with parents and guardians. Parents can make an appointment to see the Principal or any member of staff.
- Through regular newsletters and other mailings we keep parents informed. This can be by student post or by Orison/E-school. We also use SMS, emails and phone calls where required.
- We encourage and support parents to play an active part in the governance and management of the school. We have parent governors who represent the views of the parents and a very active PTA group to which all parents are invited. The PTA works voluntarily to offer additional opportunities for the students and support parent school communication.
- We encourage parents to play an active part in their child's education. In the Early Years Foundation Stage/Kindergarten we have sessions for parents to play and learn with their child.
- In the Early Years Foundation Stage/Kindergarten parents are encouraged to share their child's development and record keeping.
- We welcome parents into school to help with trips, reading, spelling or sharing their skills in the classroom; helpers must have a police check and attend a school induction before working with students.
- We inform parents on a regular basis about their child's progress. We have termly parents' evenings and will meet parents outside of these times when necessary.
- We seek the parents' views and strive to make things better for the children.
- We inform parents about evenings to help and support their child e.g. maths calculations, internet safety, how to help your child's development using the internet.
- We ensure all parents have access to their child's written records.
- Annual report on each child's academic and personal development is made available in the summer term. An acknowledgement slip is attached.



- We inform parents of the systems for registering queries, complaints or suggestions. We have a written complaints procedure.
- Curriculum letters are sent to each family regularly, detailing the aspects of learning each child will undertake, and how families might support that learning, for example by visiting museums, galleries, websites, etc.
- Parents and carers are invited to our some 'assemblies', including Mother's Day and Graduation, along with whole school events such as National Day (where ADEK approval has been granted).
- Opportunities are offered at least annually for parents/guardians to visit a classroom in which their child is attending a lesson.
- The governing body publishes its school profile/school prospectus annually.
- After an ADEK inspection, parents and guardians will receive a summary on the findings, and later on they will be sent a summary of the action plan written in response to the report.
- All helpers and visitors are asked to sign in and sign out of the school when visiting, for security reasons.

#### **Ways in which effective partnerships can support students**

- Provide good induction for all groups of new parents – transitional decisions, etc.
- Provide high quality information to parents/carers – newsletters, website, advance notice of all school events, celebrations assembly, parents notice board, communication between home and school, etc.
- Ensuring all relevant school policies are effective and easy to read by parents. Home school agreement, administration of medicines, admissions, anti-bullying, attendance, homework, etc.
- Offer parental training in key areas of the educational process.

#### **Consultation**

Our home-school agreement, found in the communication books/school diary, signed by students, parents and the school, details the responsibilities and expectations of all parties. There is also the 'code of conduct' and 'e-safety agreement', and 'academic honesty' where applicable, parents' sign on admission to the school.

The school will make every effort to consult parents and guardians, both formally and informally, about their views on school life, children's learning and new initiatives. Annually the school will seek parental views more formally, through an annual survey. ADEK also requests parents complete an annual feedback survey. The school values this regular feedback, and will make every effort to act on parents' and carers' views, wherever possible and in the best interest of the students.



We share information about the placement of children in teaching groups and where necessary parents have the right to give their written approval of the proposed arrangements.

Parents or guardians of a child with a disability or Special Educational Need 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.

By working in close partnership with Parents we nurture the development of trust, respect, confidence, independence, self-esteem and the desire to learn. We provide quality learning experiences with the expectation that all will have the opportunity to achieve their full potential.

#### **Linked Policies**

- Behaviour Code for Children
- Communication
- E-safety agreement

#### **This policy is written in conjunction with the following legislation:**

- ADEK Policy and Guidance Manual (2014-2015)
  - Policy 1: The Core Values of Education and Moral Obligation, Corresponding to Articles (2) and (6) of the Organising Regulations
  - Policy 2: Ethical Leadership, Corresponding to Article (4) of the Organising Regulations
  - Policy 40: Elements of the Curriculum, Corresponding to Article (45) of the Organising Regulations
  - Policy 56: Informing Guardians of the School Programme, Corresponding to Article (61) and (62) of the Organising Regulations