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Originator: Chris Heal
Responsibility: Acting Principal

Parent Partnership Policy

1. Introduction

- 1.1. At Fullhurst Community College we endeavour to develop a close relationship with parents in order to support all students to achieve their full potential. We value the unique insight that parents can provide and we acknowledge that learning begins and continues in the home environment. Throughout this policy the term 'parent' is used to refer to parents, guardians and carers.
- 1.2. By working in close partnership with parents, we seek to nurture the students' development of trust, respect, confidence, independence, self-esteem and the desire to learn.

2. Aims

- 2.1. To create an atmosphere where partnership with parents becomes a regular feature of school life.
- 2.2. To encourage parents to visit the school, to see it as 'their' school. To feel able and comfortable to participate in its daily life.
- 2.3. To support families with the education and welfare of their children.
- 2.4. To ensure all prospective parents are aware of our views on partnerships.
- 2.5. To welcome constructive feedback from parents and encourage informal interaction.
- 2.6. To ensure that any parent coming into or telephoning school receives a welcoming response and is seen by a member of staff as soon as practically possible.
- 2.7. To ensure all requests and comments from parents are considered by the school.
- 2.8. To enable parents to observe and be involved in their child's learning in a variety of ways.
- 2.9. To ensure support is available in school to suggest suitable agencies to provide professional advice to parents regarding domestic issues.
- 2.10. To provide an inclusive environment for all parents and children.

- 2.11. Parents to be welcomed into school to learn about their child's progress and to celebrate their successes. Meetings will be held throughout the year at varying times to give as many parents as possible the opportunity to attend.

3. Formal Opportunities

- 3.1. Induction events for new parents (joint parent/student sessions, home visits, meet the teacher).
- 3.2. Tours of the school for all new and existing parents to see the school at work and get to know the geography of the building.
- 3.3. Transition meetings with new parents on a 1-2-1 basis with a member of the senior team
- 3.4. An initial welcome meeting in September to provide parents with information for the year ahead, with advice on the curriculum and timetable of events.
- 3.5. Regular parent's evenings.
- 3.6. Termly meetings with parents of SEND students, assess, plan and review.
- 3.7. Student attendance meetings to draw up attendance plans as required.
- 3.8. Health interviews with the school nurse.
- 3.9. Meetings to discuss emotional needs with referrals to support agencies as appropriate.
- 3.10. Calendared drop ins for parents to discuss student achievement.

4. Informal Opportunities

- 4.1. These include:
- A variety of assemblies and presentations.
 - School productions.
 - Educational visits.
 - Sports Events.
 - Parent volunteers.

5. Communication

- 5.1. The school's communication systems are to be continually reviewed, with the ways of communicating available to parents:
- Family handbook provided for all new families starting in Y7
 - Curriculum and extra-curricular information.

- Annual Progress Reports.
- School website/VLE.
- Text message notifications.
- The Fullhurst App

6. Support for Parents

6.1. Fullhurst Community College looks to ensure all groups of parents/carers connected with the school are informed and offered enrichment opportunities by:

- Providing information and advice workshops, for example in literacy, numeracy, ICT and behaviour management to enable parents to support their child's learning.
- Offering leaflets and guidance on specific areas of the curriculum, e.g. reading, to enable parents to support students at home.
- Developing opportunities for parents of students with special educational needs to meet to share experiences and learn more about support we offer.,

7. Policies

7.1. All school policies are to be effective and easy to read. They are available on our website, with translations provided when requested.

8. Transition

8.1. We aim to provide support and resources to help parents and students make informed decisions, by:

- Providing impartial guidance on transition to parents and students.
- Supporting parents and students with application processes.
- Providing support by the SENCo as the link to other agencies and resources.

9. Supporting learning

We believe that a strong home/school partnership is key to a student's emotional development and progress. We encourage parents to support their students learning in a variety of ways, including:

- Reading with students at home.
- Visiting the library together.
- Encouraging their child to complete homework.
- Supporting school rules and expectations.

- Signing and maintaining what has been agreed in our Home School Agreement (new students from 2019).

10. Parental Feedback

The school will regularly seek parental views on a range of topics through questionnaires, surveys and verbal discussion, especially at our parent partnership meetings. Feedback is valued, seriously considered with any appropriate action taken.

11. Attendance

- 11.1.** Parents are responsible for ensuring their child receives a full time education that suits their needs.
- 11.2.** Parents are also legally responsible for making sure their child attends school regularly.
- 11.3.** If a student is absent, parents are required to inform the school as soon as possible.
- 11.4.** Parents are encouraged to work with the school and the Education Welfare Service to improve poor attendance.
- 11.5.** Parents can be fined for taking their child on holiday during term time without the school's permission.

12. Parent Governors

- 12.1.** Parent Governors are representatives for all parents, while maintaining a strategic approach to school governance.

13. Safeguarding

- 13.1.** The school has a duty to contact and share information with professional agencies to protect children where there are safeguarding concerns.