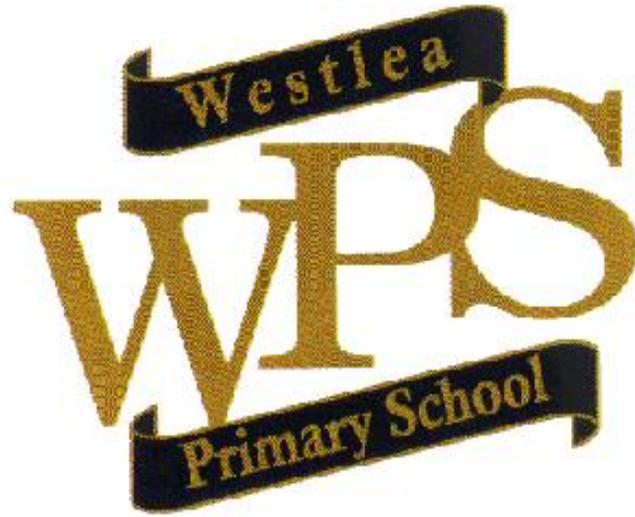


Westlea Primary



Parental Involvement Policy

Reviewed- November 2018
Head teacher: D.Hughes
Chair of Governors: A.Clarke

The following documentation is related to this policy:

- Framework for School Inspection (Ofsted)
- Parent View Toolkit for Schools (Ofsted)
- Review of the Best Practice in Parental Engagement: Practitioners Summary (DfE)
- School Inspection Handbook (Ofsted)
- Schools and Parents (Ofsted)

We believe that it is essential to involve and engage with parents, as much as possible, in all aspects of school life as we realise they have an important role to play in their children's education. For parents being 'involved' will mean anything from communicating with the school; cooperating over discipline, attendance and homework; taking an interest in their children's work and visiting the school; being actively involved in the target setting process of their children; coming to parents' meetings and talking about issues, and to attending social and fundraising activities.

We want all parents/carers to feel equally valued as part of our school community. We want them to work in close partnership and to have a regular consultation with us in order to improve their children's learning, to raise school standards, to improve attendance and to improve pupil behaviour.

We value the support of parents and we wish to use their skills and experience to further develop the school's curriculum.

We want to hear their views about the quality of teaching, how we deal with bullying, the standards of behaviour, safeguarding and we want them to take part in decision making.

We are aware that because of a variety of reasons parents' involvement levels often decrease as their children progress to secondary school. Therefore, we have forged strong links with the local secondary school and we have put together a joint transition plan for parents that will encourage them to continue to support their children into the next phase of their education.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To ensure that all parents get their entitlement under the law.
- To forge the best possible links between home and school by involving parents in all aspects of school life.
- To keep parents informed of the successes achieved and problems encountered by their children and by the school as a whole.
- To make children feel that they are supported by their parents and that their parents are interested and involved in the school community.
- To have in place a Home-School agreement with all parents that underpins the aims and values of the school.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated governor (Chair) to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- operate an 'open door' policy for parents;
- work closely with the coordinator to actively encourage parents to become more involved with the life of the school;
- communicate with parents via newsletters when they will be informed of the achievements and development of the school;
- encourage parents to take part in the Parent View survey;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor (Chair)

The Nominated Governor will:

- work closely with the Head teacher;
- ensure this policy and other linked policies are up to date;
- attend appropriate training linked with this policy;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- help organise and contribute to awareness workshops for parents;
- encourage parents to be involved and engaged with the school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Parents

Parents can become involved with the school by:

- direct involvement such as:
 - helping in the classroom
 - helping outside the classroom
 - fundraising
 - school maintenance
- home support such as:
 - helping with class projects
 - helping with all forms of homework
 - general encouragement and support
- attending Parent-Teacher Consultations to keep parents up to date on the progress of their children;
- taking part in setting academic targets for their child;
- attending workshops for parents;
- taking part in the Parent View survey;

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;

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- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- notify school on the first day of pupil absence
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- ensure correct school uniform is worn

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- encourage their parents to take an active engaging role in the school;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook

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- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum and awareness workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction which specifically covers:
 - Safeguarding & Child Protection
 - Health & Safety
 - Confidentiality - Parent Involvement
 - Home-School Agreement
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Home-School Agreement	▪ Confidentiality - Parent Involvement

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Headteacher:	D.Hughes	Date:	November 2018
Chair of Governing Body:	A Clarke	Date:	November 2018

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups												Conclusion																	
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS	Yes
		✓				✓				✓				✓				✓				✓				✓				
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS	Yes
	✓				✓				✓				✓				✓				✓				✓					
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'					
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS	Yes
	✓				✓				✓				✓				✓				✓				✓					

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

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Policy Approval Form

Policy Title:	Parental Involvement					Date when written:	November 2018		
Policy written by:	D.Hughes				New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	✓	
Stakeholders consulted in policy production: (✓ or x)	Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community	
	✓	✓	✓	✓	✓	Reviewed in line with comments	Reviewed in line with comments	Reviewed in line with comments	
Date when approved by Governors:	November 2018		Date when presented to stakeholders:	November 2018 (on website)		Date when implemented:	November 2018		
Published on: (✓ or x)	School Website			School Prospectus			Staff Handbook		
	✓			Informed on website			School Intranet		