



## **PARENTS/CARERS ENGAGEMENT and CODE OF CONDUCT POLICY**

**This Policy is divided into two sections. The first outlines the positive relationships the school seeks to develop with parents/carers and the second is a Code of Conduct we ask parents/carers and other adults who are not employed by the school to be mindful of.**

At Redden Court School we are very proud and fortunate to have a very dedicated and supportive school community. At our school the staff, governors and parents/carers alike, all recognise that the education of our children is a partnership between all parties. As a partnership we recognise the importance of solid working relationships to equip all of our children with the necessary skills for adulthood. For these reasons we will continue to welcome and encourage parents/carers to participate fully in the life of our school.

Parents and carers are a child's first educators. At Redden Court School we value and appreciate the important role parents and carers have in supporting each child, developing in them a positive attitude to school and a love of learning.

Research has shown that children learn best when home and school work in partnership. There is a strong and clear link between parent/carer engagement and children's achievement.

We are keen to ensure that our parents and carers are provided with opportunities to learn how to support learning in the most effective way. We therefore offer a range of activities for parents and carers to actively participate in their children's education and are always appreciative of suggestions as to how we can help even more.

We want to foster an ethos of partnership where parents and carers:

- Are welcomed, respected and valued as partners, by the school community, in their child's learning and development.
- Have a full range of choices and opportunities to enable them to be involved and support student progress.
- Are engaged through on-going communication and dialogue to support a positive learning environment at home and at school.
- Are supported with the tools which enable them to participate in school life.

The benefits of such a strategy are far-reaching and include:

- Increased student attainment/achievement
- Increased student attendance
- Better rate of home learning completion



- Positive attitude and behaviour
- Improved student- teacher relationships
- Improved student- parent/carer relationships
- Improved understanding of students' needs
- Shared understanding of students' strengths and areas for development
- Less stress for students and their families during examination seasons.

We communicate with parents/carers in a range of ways, these are listed below.

Reporting to parents/carers:

- Parents/carers receive reports on student progress each term and a more comprehensive report is sent home at some time during the academic year.
- Parents/carers have access to *Go4Schools* which provide them with live updates on their progress and attendance.
- They also have *Show My Homework* accounts where they receive notifications of homework set, which can also be accessed through a downloadable app on their phones.
- Where appropriate and necessary, parents/carers might also receive specific reports on other aspects of their child's progress or personal development.
- Parents/ carers are given the opportunity to discuss any of these reports in a face to face context and specifically at parents and carers' consultation meetings.
- Direct contact – telephone: Parents/carers are often contacted by telephone when issues arise throughout the school day. Staff members will frequently wait until the end of the school day or when they have non-contact time to speak to parents/carers. Telephone calls are made immediately to parents/carers with regard to medical issues, if a child has been taken poorly or if clarification is required with regard to an important matter. A telephone call would also be made immediately if exclusion was required with immediate effect. Calls are also made as soon as possible to verify school absence when Parents/carers have not reported these.
- Home-school Planner: Staff members will also communicate via the Home-School Planner: Each young person has a Planner and parents/carers are encouraged to use this method of communication if they want to inform their child's teacher of something. Similarly, Parents/carers should examine planners as these may contain messages for them.
- School letters: School information is often given to parents/carers in the form of a letter. Sometimes this is for the whole school when informing all families about an event in school or news regarding the entire school. Other times letters are sent out by individual class teachers or Heads of Faculty or Heads of Year. Letters are a very good way of delivering a large amount of information. We rely on the student passing the letter to someone at home or parents and carers checking school bags on a regular basis. Some letters are



posted to parents and carers when the usual method is not appropriate. Parents/ carers who live separately will also receive copies of any letters sent out.

- Parentpay - text service: This service is utilised when we want to send a short message or reminder of a school event that has previously been communicated via letter. Texts are useful in reinforcing information and are received immediately by parents and carers. There is a small charge for sending texts but no charge to parents and carers receiving the text. It often identifies families where letters have not been received.
- Parentpay - email service: Letters and various documents can be emailed free of charge to parents and carers, all of whom are automatically signed up to *Parentpay*.
- Redden Court Community Newsletter: A newsletter is published and sent home each month. This highlights events, celebrates the achievements of students and informs parents and carers of upcoming events and information regarding the school diary. It is hoped to include new sections about staff, the School Council alongside regular sporting updates and documented news and views. School website: Our website contains a wealth of information for parents/carers, including current news and events, curriculum information, policies and online safety, and this is accessible to all. We encourage parents/carers to contact school directly with any issues they have about information on our website.
- Social Media: The school has a *Twitter* account as well as multiple faculty specific *Twitter* accounts. We regularly post information about events in and out of school.
- Visits to school: We welcome parents/carers into school with appointments especially if there is an issue they need to discuss. We also hold many events throughout the school year and we actively encourage parents/carers to attend. These events provide a great opportunity to talk and strengthen relationships.
- Annual Review meetings: All parents/carers of students with EHCPs are invited into school to meet with the Assistant Head teacher for Inclusion, and/or another appropriate member of the Inclusion team, and other professionals to discuss their child's EHCP. Reviews are held annually or earlier if a request is made or provision changes.
- Student Development Plan review meetings: parents/carers of students on the SEND Register are invited in twice yearly to discuss their child's Student Development Plan.
- All parents/carers of students on the SEND Register are invited in for a SEND Parent/Carer Forum on a termly basis, whereby they can meet with members of the Inclusion Team and other parents/carers.



- Meetings with the Head teacher or other teaching staff: Parents/carers meet with the Head teacher or other members of staff, at a mutually convenient time, to discuss a range of issues.
- School Social Events: We host a range of events throughout the year and parents/carers and other family members are invited to attend. Events such as coffee mornings, Race-Nights, School Shows and Awards Events, are all part of a busy school schedule. When children win awards, we expect parents/carers to attend to help celebrate their child's success.

Parent/Carer engagement needs to be much more than communication and so we have identified strategies to enable us to fully engage with parents/carers and support them as partners so that they have the opportunity, skills, knowledge and tools to engage in a partnership which supports and nurtures students in reaching their full potential.

## **Strategies for Success**

**Strategy 1: School climate.** Foster and sustain a positive, welcoming school climate in which all parents/carers' perspectives are encouraged, valued, heard and addressed.

**Strategy 2: Eliminating barriers.** Identify and remove barriers to parent/carers engagement that may prevent some parents and carers from fully participating in their child's learning and to reflect the diversity of our young people and communities.

**Strategy 3: Tools and supports for parents and carers.** Helping parents/carers support their child's learning at home and at school.

**Strategy 4: Parent outreach.** Review and expand communication and outreach strategies such as local workshops, presentations, tools and resources, to share information and strategies to support learning at home and parent engagement in schools.

**Parent Engagement action plan** Fulfilling the school's vision of parent/carers engagement requires commitment and action by all of our partners at every level of the education system.

**Foundations for Parent Engagement:** Parents/carers' engagement matters. They care about their children and want to be involved: they want their children to succeed in school and are willing to help in as many ways as possible. Commitment to our students' well-being is the driving force behind everything we do in education. Everyone- parents/carers, families, administrators, teachers, support workers and the local authority- shares this commitment.

While some parents /carers can find it challenging to play an active role in their children's education, it is important to meet this challenge so that students at Redden



Court School have the support they need to be successful in school and later in life. The Parent/carer Engagement policy seeks to identify and break down barriers to their involvement and proactively reach out to them. With work schedules, outside commitments and individual preference - it helps parents and carers to have choices on how they want to be involved.

Strategies need to be flexible recognising the diversity of our parents and carers and their contributions.

### **School Actions:**

- Establish and sustain a positive learning culture and welcoming climate where parent/carer input is welcomed, respected and valued.
- Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents/carers and our wider school community.
- Actively explore and utilise opportunities to further engage parents/carers at school and at home to support student achievement.
- Inform students, parents/ carers about learning expectations and their child's progress and provide support to parents and carers in understanding this.
- Actively encourage and support dialogue with parents/carers to share their ideas for improving student achievement to help inform school improvement planning.
- Support opportunities for parents/carers and students to develop or strengthen skills and knowledge (e.g. workshops or resources such as tips sheets) to support a positive learning environment at home and school. We will seek to help parents and carers understand the examination pressures their children will experience and will offer- at the appropriate time - workshops on 'How to revise' and how to help children with basic skills. Parents/carers are expected to discuss homework with students and to encourage students to proofread and present their work well.
- Establish a process on monitoring and review to determine the effectiveness of the parent/carer engagement strategies.

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Sometimes everyday frustrations can cause misunderstandings and have a negative impact on home-school relationships. It is essential that we all remain committed to resolving difficulties in a constructive manner through open, positive dialogue.

Our school already has a Code of Conduct for all staff and volunteers and we feel it is important that with children's safety being our primary concern, expectations of behaviour for all adults - including parents and carers - should be clearly understood. The following section is a Code for Parents/Carers and the wider school community so that we all share a common expectation and understanding. Negative incidents





are extremely rare, and we feel it is important to make clear the types of behaviour that we find unacceptable:

- Disruptive behaviour which interferes or threatens to interfere with any of the school's normal operation or activities anywhere on the school premises or anywhere students are in the school's care.
- Any inappropriate behaviour on the school premises.
- Threatening a member of staff, visitor, fellow parent or student.
- Damaging or destroying school property.
- Sending abusive or threatening emails, text/voicemail/phone messages or other written communications (including via social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the students/parents/carers/staff/governors at the school on social media
- The use of physical, verbal or written aggression towards staff, another adult or child (This includes physical punishment of a parents/carers' own child on school premises).
- Any language or actions which breach our commitment to Equality and Diversity, for example, but not exclusively, sexist, racist or homophobic comments/actions.
- Smoking, vaping, taking illegal drugs or consuming alcohol on school premises. (Alcohol may only be consumed during authorised events).
- Dogs on school premises (other than assistance dogs).
- Should any of the above occur on school premises, or in connection with school, the school may take legal advice and consider banning the offending adult from entering the school premises altogether.

## **What happens if someone ignores or breaks the Code?**

In the event of any parent or visitor breaking this Code, then proportionate actions will be taken as follows:

In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will be referred to the Police. This will include any harassment, threats of violence and actual violence to anyone at the school.

In cases where evidence suggests that behaviour would be libellous or slanderous, then the school will refer the matter to its solicitor for further action.

In cases where the Code of Conduct has been broken but the breach was not libellous, slanderous or a criminal matter, then the school will invite the parent/carer to a meeting to try to resolve the issue. If the parent/carer refuses to attend the meeting, then the school will write to them and ask them to stop the behaviour, advising that failure to do so could result in a ban from the school premises.



## Complaints

This Code of Conduct does not prevent parents from raising a legitimate complaint. In most cases we hope that all complaints and concerns can be resolved through open dialogue with teachers or other members of staff as appropriate. Where parents/carers are not satisfied with responses that they receive they may then follow the Complaints Procedure as laid out in our School Complaints Policy. This is available on the school's website or hard copy from the school office.

*Review this policy every two years or earlier if required.*

## Review

This policy will be reviewed every two years or earlier if required.

Date of this policy: October 2019

Review date: October 2021

Reviewed by: Mr K Ward, Assistant Headteacher of Pastoral

Signature of Head Teacher:..... Date:.....

Signature of Chair of Governors:..... Date:.....



## *Useful advice for Parents/carers to help with home learning*

Type of Homework	What your child does...	... and what you could do with your child
<b>Learning</b>	The job is to remember certain words, facts, details or rules.	Act as question master/mistress or a tester. Use the child's revision cards or notes.
<b>Completing</b>	Work already started in school is to be finished at home.	Look at the whole piece of work and perhaps make useful comments. Ask what the whole task is about.
<b>Writing up</b>	Your child will use homework time to write about work done in school or write a finished version of rough work done in school.	Again, look at the whole piece or, even better, talk about it briefly first, to get the work clearly ingrained in your child's mind and jog his/her memory.
<b>Questions</b>	A matter of answering questions after a lesson's work.	Check the answers. Do they give the exact information wanted in the questions?
<b>Finding out</b>	Searching for information on a given subject. Part of this homework might be done in the school library/resource centre in the student's own time.	Don't do too much for them here! Instead encourage and help when they are stuck. It is obviously better to suggest where they might find the information than find it for them.
<b>Revision</b>	Quite simply a matter of learning a section of work for a test or an examination.	Get your child to explain the work to you. You ask the questions once they are ready. You can even 'mark' the answers if you like.
<b>Reading ahead</b>	Reading on ahead in a textbook to get some ideas of what work is to come - and be ready for it.	Be aware of what they are doing in the subject at the moment; be interested in what he/she has found out.
<b>Preparatory work</b>	Here the child is asked to prepare for a lesson to come by putting first ideas or information down on paper.	Suggest a starting point perhaps. Once finished, ask them to read the work to you. Even if it is a first draft the rules of spelling and punctuation still apply.