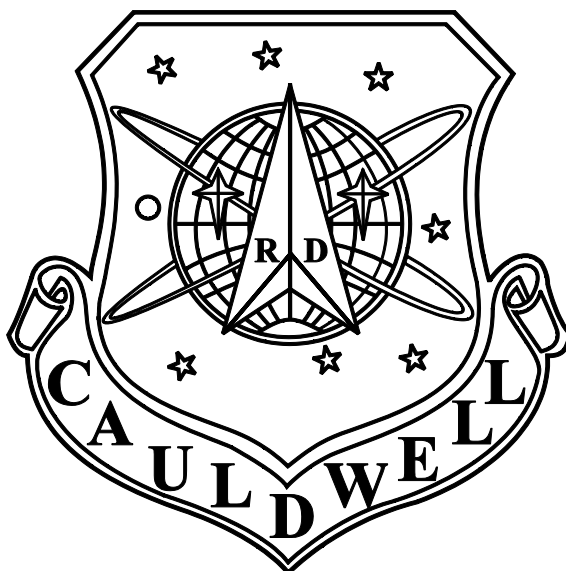


Cauldwell School



SH031	Version 1	Parent and Community Partnership	
Co-ordinator:	Sheila Durham		
Link Governor:	Julia Wetherilt		
Approval:	School Improvement Sub Committee		
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1.0	Policy reviewed and amended.	31/01/2017	Judith Apps
1.0	Taken to School Improvement for approval.	01/02/2017	

Parent and Community Partnership

Introduction

At Cauldwell we are committed to working in partnership with our families and the wider community.

We recognise that parents and carers are the most important influence in a child's life and that the school is most effective when there is a positive working partnership between parents and carers and the school. With this support network the child has the best environment to thrive, learn and reach their full potential.

Who is a Parent?

For the purposes of education law, section 576 of the Education Act 1996 defines a 'parent' as:

- all natural (biological) parents, whether they are married or not;
- any person who, although not a natural parent, has parental responsibility for a child or young person (this could be a step-parent, guardian or other relative);
- any person who, although not a natural parent, has care of a child or young person.

Parental Responsibility

School and local authority staff must treat all parents equally, unless there is a Court order limiting an individual's exercise of parental responsibility. Everyone who is a parent, as defined under education law, has a right to participate in decisions about a child's education and receive information about the child.

Individuals who have parental responsibility for, or care of, a child have the same rights as natural parents; for example:

- to receive information, e.g. pupil reports;
- to participate in statutory activities; e.g. vote in elections for parent governors;
- to be informed about meetings involving the child; e.g. a governors meeting on the child's exclusion.

In cases where schools cannot resolve the conflict between separated parents, they should advise the aggrieved parent to pursue the matter through the Family Court.

Where the school needs parental consent to outings and activities, the head teacher will seek the consent from the resident parent.

Aims and Objectives

Our aims are:

- To provide a partnership between home and school where there is trust, mutual respect and good communication
- To create an environment in which families feel welcome and valued
- To enhance the learning experiences of all pupils
- To provide an environment in which the child can thrive, feel safe, happy and have a desire to learn

- To promote high levels of self-esteem in children and their families
- To encourage parents and carers to be involved in their children's learning
- To encourage parent and carer's skills to enrich the learning opportunities of the children
- To offer home / school support and guidance to families through our Family Support Worker and outside agencies when appropriate
- To engage with the community to further enrich our pupil's educational experience.

Roles and Responsibilities

The **Head Teacher** will:

- Ask parents or guardians for contact details, including names and addresses, of all parents when they register a pupil
- Ensure that names and addresses of all parents, where known, are included in the admission register and also in pupil records and are available to the pupils' teachers
- Ensure that the school has details of who to contact in the case of an accident or medical emergency
- Ensure that contact details, including names and addresses, of all parents are forwarded to any school to which the pupil moves
- Ensure that details of Court orders are noted in a pupil's record
- Communicate with families regularly through newsletter, website, meetings and open days / special assemblies
- Encourage parents to complete questionnaires and participate in statutory activities, e.g. vote for parent governors
- Maintain strong links with feeder nursery school
- Liaise closely with cluster schools and outside agencies
- Maintain and establish new links with local businesses – Danfoss Randall, Morrison's, Sainsbury's, Tesco, MK Dons Football Club.

The **Teachers** will:

- Communicate regularly with families; formally through parents evenings 2 times a year and an annual written report; and informally at parents request and through open days and special assemblies
- Sign and adhere to the home / school agreement
- Signpost parents to Family Support Worker if there are any concerns to a child's well-being, health or care.

The **Family Support Worker** will:

- Actively support all parents to break down barriers to learning and signpost to agencies required and improve pupil attendance
- Liaise with outside agencies and attend community groups and meetings
- Promote lifelong learning opportunities and support for parents
- Arrange Adult and Family Learning
- Support parental needs for training opportunities e.g. NVQ in Teaching Assistants and childcare
- Identify reasons for poor attendance and punctuality

- Support parents / children to achieve good attendance and punctuality.

Parents will be encouraged to:

- Share information and keep the school updated
- Complete parent questionnaire
- Sign home / school agreement and adhere to it
- Take active role in school, volunteering, join community groups and attend courses, etc.
- Attend Parents Evenings
- Ensure their children attend school every day and that they are punctual (in line with the Attendance Policy)
- Support child's learning at home.

Children will:

- Sign home / school agreement.

Governors will:

- Engage with families through coffee mornings and school events
- Communicate through annual reports
- Deal with complaints
- Attend community events
- Monitor this policy.

The welfare of the child will always be paramount in any situation and if the school is ever unclear how to act they will seek advice to ensure they are always compliant with education law.

Appendix 1 Parent Home / School Agreement

Important documents linked to this policy:

- Understanding and dealing with issues relating to parental responsibility; (Department of Education, January 2016)

APPENDIX 1