



# Cyfarthfa High School

## Parental Engagement Policy

Date September 2023  
Review Date September 2024

|                      | Signed | Date |
|----------------------|--------|------|
| Chair of Governors   |        |      |
| Headteacher          |        |      |
| Designated SLT       |        |      |
| Designated Governor  |        |      |
| Union representation |        |      |

*It takes a  
village to  
raise a child....*



### **1. Rational:**

“It takes a village to raise a child”. At Cyfarthfa High School we believe that when school and home work closely together can we achieve the best for our children. We value all parents and carers equally within our school community and strive to maximise their participation in the life of the school. By fostering excellent relationships and shared partnership between home and school, children are given a solid framework to grow, learn and maximise their full potential. Therefore, the school is fully committed to ongoing dialogue with parents and carers to improve the school’s knowledge of their children and to support their family.

### **2. Aim of our school:**

- For all parents and carers to feel part of the school and to be stakeholders in the ‘Cyfarthfa Family’ ethos and Achievement By Caring.
- For parents and carers to recognise that they have a pivotal role in their child’s education and overall developmental achievements.
- Encourage good communication and engagement from parents and cares.
- To promote parent involvement in children’s learning and the life of the school.
- To enhance the learning experiences of all pupils.
- To encourage parents and carers to be involved and contribute to their children’s education by sharing achievements and events at home and supporting shared strategies and approaches to learning.
- To ensure that maximum use is made of parents’ and other family members’ skills and experience to enrich learning opportunities.
- To support parents as their children's educators.
- To involve and encourage parental involvement in the life of the school and their children's education, through parental meetings, parenting groups, workshops etc.
- To support parents in their own continuing education and personal development.
- To provide a partnership between home and school, seeking to ensure that families feel welcome and valued.

To maintain these aims we will:

### **Objectives:**

- Create an atmosphere that is respectful and positive towards everyone in the school – children, parents/carers and staff.

- Maintain an 'open door' approach so that parents can communicate with staff regularly.
- Foster an ethos and atmosphere where all parents feel welcome and valued.
- Work with parents to promote positive behaviour at home and at school, parents will be included in discussions with regards to IBP's and PSP's.
- Seek to provide a range of opportunities throughout the year to invite families into school. Parents evenings, meet the form tutor, celebration events, Christmas carol concert open evening etc
- Provide information in timely, specific, targeted and accessible ways so that parents feel confident to support their children's learning.
- Seek parents' views and opinions and act upon them. Parental working party.
- Provide support and encouragement for families with difficulties or barriers to involvement. To work closely with families who may need additional support and, if necessary, to sign post according.
- Provide a range of activities, courses and workshops, to promote parent involvement in children's learning and 'lifelong learning' for children and adults alike. revision evenings, literacy and numeracy evenings.

### **3. Strategies for Success:**

The Parent School Engagement Policy identifies a series of key strategies designed to support parents as partners so that parents have the opportunity and the skills, knowledge and tools, to engage with all education partners in fulfilling the core priorities for education.

### **4. Fostering effective family-school partnerships**

#### **4.1. Ethos:**

- Everyone in school values building trusting relationships with parents
- Everyone **in school believes that pupils will achieve more when the school works closely with** families and communities.
- Everyone in school makes an effort to understand the needs of families and the school community.
- Staff members are welcoming to all parents, and actively try to involve fathers and male carers, as well as parents who typically do not actively participate in the school community.

#### **4.2. Environment :**

- The school strives to provide visitors with a clean, tidy and welcoming entrance, with an active display board and welcoming staff.

#### **4.3. Policies:**

- All policies are available on the school website and reviewed regularly by the governing body which includes parent governors.

#### **4.4. Staff & Senior leaders :**

- Members of the Senior Leadership Team are visible and available to parents at the beginning and end of the school day.
- Class teachers and support staff feel confident to build relationships with parents. • There are many opportunities throughout the year in which parents are invited to the school and able to meet the staff.
- The school has a designated Family Liaison Officer (FLO) whose role and **responsibility is to support all parents and carers. The FLO liaise with outside** agencies to provide target support and interventions when a need is identified.

#### **5. Parenting**

##### **5.1: The role of FLO:**

- we currently do not have a FLO who works in our Student Support hub. The role of the FLO is to provide support and advice and help to break down barriers that some families may face.
- Organise and help with parent workshops: Involving parents in activities and workshops to promote involvement in their children's learning, and also lifelong learning for both children and adults.
- Parenting and family support: Inform parents of the signpost services providing information about holiday activities, child care, local community events, parenting courses, e-safety, and services providing support and encouragement for families suffering difficulties/crises or barriers to involvement
- Parenting programmes: Encourage and involve parents in the parenting programmes to help parents / carers to develop skills such as communication, routines, having fun with their child, etc. Facilitate the meeting other families with similar issues.

#### **6. Communicating & consulting effectively:**

##### **6.1. Classcharts, twitter, website and newsletters:**

- The school has a newsletter which is distributed to all parents/carers through Classcharts, school website and twitter.
- The school website is easy to navigate and contains key information for parents and is updated regularly.

##### **6.2. Home School Communication:**

- Senior Leaders and teachers communicate frequently with parents using a variety of means (Class charts, letters, telephone, in-person, newsletters, twitter).
- The Home/School agreement outlines what home support is expected from parents and carers.

##### **6.3. Processes for contacting staff :**

- Clear information is provided to parents so they know how to reach teachers directly and know how to make an appointment with the HOY, FLO, SLT or other staff working at the school.
  - Staff will respond to calls from parents within 72 hours.
- Parents are encouraged to book an appointment to see staff rather than expect to see staff on an ad hoc experience. If available, staff will try to accommodate parents wherever possible but this may not always be possible.
- There are clear processes for parents to voice concerns or complaints and parents receive prompt responses. Complaints are accepted in writing to the deputy head teacher and chair of governors.

#### **6.4. Progress & Performance:**

- The school's development priorities are shared with parents regularly through the School Improvement Plan.
- The school provides parents with pupil performance data and supports them to understand it.
- The school encourages parents to let the school know how events in the home may affect their child in school.
- Individual parent's / carer meetings are held when necessary and parents / carers are required to attend reintegration meetings if their child has had a fixed term exclusion.
- Where parental responsibility is shared all communication is sent to both parents upon request in writing.

#### **6.6. Parent voice:**

- Parents are consulted in policies, uniform changes etc.
- Pupil-centred approach: When individual pupils have discipline problems, parents / carers are involved in discussions and plans with staff to help support their child in the best way possible.
- Parent governors: are actively involved in our governing body.
- There is an annual parent survey the results of which are shared with all stakeholders including agreed actions.
- The school has a parent consultation group, which meets half termly.
- Questionnaires and feedback are gathered through this support group and shared with all stakeholders including agreed actions.

### **7. Enabling parental engagement in learning**

#### **7.1. Attitudes & Impact:**

- The school believes that all parents have the capacity to support their children's learning.
- The school lets parents know how important they are to their children's learning.

#### **7.2. Curriculum assessment and progress:**

- All parents are given information each year on the content of the curriculum.

- All parents are given information each year on expectations for pupil progress (end of year assessment goals).
- All parents are given information each year on how progress will be measured or assessed.
- All parents are given information each year on other ways they can support their children (i.e. sufficient sleep, nutritious food, sensory diet, visual timetables, Makaton signs and PECS resources, etc.).

## **8. Empowering parents and carers to develop their own skills**

### **8.1. Volunteer / Community opportunities**

- Community projects: Parents/ carers will be involved with their children in community service projects (e.g. litter picking campaigns, Comic Relief).
- Family resource or youth services centres: Parents will be kept up to date of useful services available within the community.

### **8.2. PTA / Parents Forum:**

- The school has a parent group which is accessible to all Cyfarthfa families.

## **9. Supporting successful transitions**

### **9.1. Entry to school:**

- The school provides opportunities for parents to come into school both before and after children have been offered a place.
- The school provides open evenings and transition evenings to support their child's transition into school.
- The school provides additional support for those families with children entering the school with additional needs.

### **9.2. Within school:**

- The school provides opportunities for parents to share information about their child early in the academic year.
- The school provides information and support to parents to enable successful transitions between key stages and year groups.

### **9.3. Leaving school :**

- The school provides advice and information for parents whose children are transitioning to college, work based learning etc.

## **10. Roles and Responsibility :**

- It is the responsibility of the school and entire Cyfarthfa High School community to ensure this policy is upheld and executed.
- Specific responsibilities are held by the FLO and pastoral / wellbeing team.

### Workload Impact Assessment

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|----------------------------|--|
| <b>Policy name:</b>        |  |
| <b>Date of assessment:</b> |  |
| <b>Assessed by:</b>        |  |

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|---|--|
| The policy complies with and is consistent with the teachers' contractual entitlements.   |  |
| The policy and any related procedures were introduced following full consultation with the each union.  |  |
| The policy and any related procedures include a specific statement regarding workload impact.   |  |
| The policy has been piloted/trailed/evaluated to enable an assessment of workload impact to be made.  |  |
| The impact of the policy and related procedures is that they have not added additional hours of working   |  |
| The policy does not duplicate any other existing policy.  |  |
| All policy has been reviewed in order to access whether any outdated and unnecessary.   |  |
| The College has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.  |  |
| Implementation of this policy will not result in any additional meetings/activities that have not been identified within the College calendar, published and revised in consultation with the Unions. |  |
| All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.                                     |  |
| The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.  |  |