



## *Streetsbrook Infant & Early Years Academy*



*Working in Partnership with Parents*

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

## **‘Learning for Life’**

**Our values are:**

### **Desire to Learn**

**To enjoy the lifelong process and challenge of learning; alone and with others.**

### **Love and Respect**

**To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths.**

### **Happiness**

**Developing successful relationships where individuals can build and follow their dreams.**

### **Confidence**

**Having the self-belief to embrace and follow your own choices.**

### **Being a Good Citizen**

**Making a positive contribution to communities on a local and global scale.**

**Contents**

Introduction.....1

Legal Framework.....1

Roles & Responsibilities .....1

Communication .....2

Supporting Learning .....3

Parental Forums.....5

School Improvement.....6

The Way Forward .....7

## **INTRODUCTION**

Parents and carers make a crucial difference to children's outcomes. It is vital that...practitioners recognise parents' commitment to their children's early development and education and give priority to working with parents. Research tells us that regardless of the quality of settings, the most important predictor of children's future outcomes is the quality of the home learning environment, so involving parents in their children's learning is the most significant factor in enabling children to do well despite disadvantage. The benefits are greatest when practitioners and families work in respectful partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home.

Birth to 5 Matters, Early Education 2021

At Streetsbrook Infant & Early Years Academy we fully recognise the importance of working together with our parents and colleagues from other schools and outside agencies.

Staff at Streetsbrook adhere to the Staff Guidelines and Code of Conduct and are expected to treat children, parents and carers professionally, empathetically and courteously at all times.

Similarly, all staff members have the right to work without fear of violence or abuse from children, parents and carers; therefore, physical attacks, threatening behaviour, and abusive or insulting language towards staff members, children or other parents may result in individuals being removed from the premises.

The following policy outlines how we work in partnership with our parents in order to provide the best education for all of our children.

## **LEGAL FRAMEWORK**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'Promoting children and young people's emotional health and wellbeing'
- DfE (2021) 'Best practice guidance for school complaints procedures'
- National Governance Association (2021) 'Engaging with parents and carers: A guide for governing boards'
- Education Act 2002
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This policy operates in conjunction with the following school policies:

- Complaints Policy
- Staff Code of Conduct
- Behaviour Policy
- Visitor Policy
- Home-School Agreement

## **ROLES AND RESPONSIBILITIES**

The Governing Body is responsible for:

- maintaining a strategic overview of parents' voices
- reviewing outcomes of any parent surveys, ensuring actions are implemented and monitoring their effectiveness

- treating other governors, staff members, children, parents and any members of the school community with dignity and respect.

The Headteacher is responsible for:

- being open to ideas and suggestions from parents
- responding to queries and complaints, from parents
- ensuring opportunities for parent feedback, e.g. parent consultation meetings are regularly implemented.
- establishing positive working relationships with parents
- Consulting parents prior to implementing any major, non-statutory changes to the school premises, management, and its policies and procedures, where appropriate
- keeping parents informed of changes to the school and important news, including via the school website and newsletters
- publishing its Complaints Procedures Policy on the school's website
- scheduling parents' evenings twice a year
- treating all governors, staff members, children, parents and any members of the school community with dignity and respect.

Teachers are responsible for:

- creating a safe and welcoming environment
- listening to parent's concerns
- familiarising themselves with this policy and any relevant procedures, e.g. the complaints procedure
- communicating concerns raised by parents to the SLT, where appropriate
- treating all governors, staff members, children, parents and any members of the school community with dignity and respect.

Parents are responsible for:

- making staff aware of anything that is happening in their child's home life which may impact on their child's learning e.g – parents separating, death of a grandparent
- working together with staff members for the benefit of their child and to resolve any issues of concern
- attending annual Curriculum Meetings and Parent Workshops to support their child's learning
- completing parent questionnaires and surveys
- attending and engaging with parents' evenings
- raising concerns with the school through the appropriate format
- treating all governors, staff members, children, other parents and any members of the school community with dignity and respect.

## **COMMUNICATION**

Streetsbrook has excellent systems and structures in place for communicating with parents both formally and informally.

### **Letters and Newsletters**

All letters and newsletters are sent home to all parents via email as well as being uploaded to the school's website. Parents are able to request hard copies of any letters that are emailed. Newsletters and school lunch menus are displayed on the notice board at the school entrance.

Throughout the year, weekly newsletters are sent home to all parents every Friday. These include a

range of information including:

- a weekly update from all year groups and Childcare about what the children have been learning and what they will be learning the following week
- a half-termly overview of the children's learning
- a weekly overview of the children's attendance and monthly update of which class's attendance has resulted in them receiving the Attendance Cup
- dates for the diary including up-coming events
- updates from the PTA
- updates from the Local Authority and the DfE

Additional letters are sent out to parents as and when appropriate.

## Website



The school's website provides a wealth of information about school. School dates, letters to parents, curriculum information, uniform expectations, Safeguarding information, the latest OfSTED report, school policies, to name but a few, as well as photographs and text about what the children have been doing can all be found on the site and are available to be downloaded. Photographs of the school staff and the governing body can also be found.

## Open-Door

Parents are actively encouraged to share any concerns they may have about their child at any time. This can be done via a telephone call, an email or by making an appointment to see a specific member of staff. All staff are usually available at the end of the school day to discuss and share concerns including members of the Senior Leadership Team.

## SUPPORTING LEARNING

### Curriculum Meetings

Curriculum Meetings for individual year groups take place in the Autumn Term. Teaching staff share important information regarding the daily routines, the learning and assessments that are going to be taking place throughout the year, as well outlining and reinforcing the school's expectations on

attendance, behaviour and homework for example. At the time of writing, the content of these meetings is currently being reviewed

### **Parent Workshops**

The school also offers annual Workshops for parents which focus on reading, writing, phonics and maths. The main aims of these workshops are to give parents an overview of the learning that takes place in these key areas as well as provide practical support on how parents can support their child's learning at home.

### **Homework**

At Streetsbrook, we are aware that evidence strongly suggests that young children sharing an activity with a parent or carer is of far more benefit than practising individual exercises or skills. We are also aware that children have opportunities and experiences outside of school that are equally important in developing and enriching their learning – both socially and academically. We have therefore given careful consideration to ensuring homework at Streetsbrook is proportionate and appropriate to the age and developmental stage of our children.

Homework should strengthen the partnership between home and school by involving parents/carers in their child's learning. Homework should also:

- provide opportunities for children and parents to work together and enjoy and benefit from mutual learning experiences
- consolidate key skills and understanding, particularly in Reading and Mathematics
- positively impact children's progress but not place excessive demands on the workload of teachers

Further information about homework can be found in the Policy for Homework, which is on the school's website.

### **Parents' Evenings**

Parents' Evenings are scheduled to take place twice a year in the Autumn and Spring Terms; parents are given individual appointments with the child's class teacher.

Prior to the meetings, staff identify individual targets for reading and phonics, writing and maths for each child. These provide the basis for discussions.

In the Summer Term, there is a 'Book-Look' for all parents to come into school to look at their child's work as well as walk around the school to meet their new teachers. The 'Book Look' follows individual end of year reports being sent to parents and staff are always available if there are any individual questions.

### **Parent Helpers**

Staff at Streetsbrook recognise that parents play a crucial role in their children's education. Both the home environment and the specific support from parents/carers, such as helping their children with homework is vital. It is also recognised that parents/carers can play an important part in supporting the children's education by working alongside staff during the school day.

All parent helpers must have a DBS. Should you wish to help out in school, please email the office email address, for the attention of Mrs McInnes, who will send through a link on how to apply for a DBS. After completing the application, please bring three forms of ID to the office for us to verify. Ideal three forms of ID would be - photo driving licence with photo; Passport (in date); utility bill within last 3 months or council tax bill within last 12 months (your name must be on this). Once we have

received your DBS, you can then help out in school. You will not incur a charge for this.

When accepting support from parents/carers we have a responsibility, as staff, to ensure that they know their help is appreciated. This includes ensuring that parent/carer helpers:

- are made to feel welcome when they arrive
- are fully briefed with regards to the support they are asked to give for that session, in order that they can carry out their role with confidence, and that the children can fully benefit from their support
- have all the resources required for their role
- are not left alone at break times

Whilst, the school has very few regular parent helpers, this basic philosophy has previously helped to foster a positive and welcoming atmosphere in school, where parents are encouraged to take an active role.

It is essential that any parent helping in school observes the need for confidentiality about any child with whom they might be working. Any information they might gather about a child, which is overheard or seen when in the class situation, is not to be shared with any other parents. Similarly, staff are aware that when they have parents in class, they too need to observe that same confidentiality and be conscious of this when any comments regarding children are made.

## **PARENTAL FORUMS**

We are extremely fortunate at Streetsbrook to benefit from having a number of forums which actively involve parents.

### **Parent Governors**

Streetsbrook has two Parent Governors on its Governing Body. Parent Governors are part of the two main committees – ‘Curriculum and Standards’ and ‘Finance, Risk and Audit’ as well as attending full termly Governors meetings; they also have individual responsibilities linked to specific roles or the School Improvement Plan. As with all members of the Governing Body, Parent Governors are expected to take an active part in the life of the school, including attending class assemblies and Parent Workshops, taking part in learning walks and meeting with subject leaders.

### **Parent Partnership Team**

The Parent Partnership Team is usually made up of two representatives from each class, including Childcare. Parents are self-nominated and voted for by the parents within their child’s class, should there be more than two volunteers. At the time of writing, the school is represented by Mrs Minter, the school’s Headteacher, Mrs Miller, the school’s Deputy Headteacher, Mrs Holbeck, one of our Childcare staff and Mrs Lazar, the Head’s PA. The Governors are also represented – currently by Mrs Llewellyn and Mrs Turner.

A letter outlining the purpose and responsibilities of the Parent Partnership Team is sent to parents at the beginning of each academic year. These are as follows:

- To increase communication and partnership between school and home
- To provide a forum in which parents and staff can work together to further develop and improve the experiences and facilities for the children at Streetsbrook

It is not a forum to discuss or air grievances about individual children or indeed individual staff; if parents have any concerns of this nature, they should go directly to Mrs Minter.

The team meets on a termly basis. At least five working days before the meeting, a letter is sent to all parents requesting any items for discussion/consideration. The agenda is then drawn up based on feedback from parents as well as items from school. School items may include consultation around policies, changes to things in school e.g. uniform and an overview and update about school improvement priorities. Items that are raised on the day of the meeting that are not on the agenda are discussed at the next meeting.

Meetings are led by Mrs Minter and notes are taken by Mrs Lazar. We aim to distribute summary notes to parents, five working days after the meeting.

### **SEND Coffee Afternoon**

The SEND Coffee Afternoon has been set up to support parents of children with SEND. Parents are invited to attend the coffee afternoon on a termly basis alongside the SENCO (Hannah Cooper) and SEND Governors (Kate Llewellyn and Heather Delaney). The agenda for each meeting is steered by the group and can include visitors from local agencies, such as Parent Carer Voice, SENDIAS etc. It is also a forum in which school can discuss and seek the views of parents relating to policies including the Accessibility Plan, Inclusion Audit and the Local Offer, for example.

### **PTA**

Streetsbrook continue to be very fortunate in having a committed and active PTA. The PTA are responsible for the purchase of many items in school which otherwise would not be affordable; most recently this has included the purchase of iPads for use across the school, new large play equipment for the playground and a new reading and phonics scheme. The members of the PTA, whilst small in number, give a great deal of their own time for arranging and managing fund-raising/social events. They are supported in this by the Headteacher and Office Manager. All staff are committed to supporting the Christmas and Summer Fairs and view this as an integral part of their roles and responsibilities.

Parents are notified of upcoming PTA meetings and, whilst we appreciate parents sometimes cannot attend the meetings, the Minutes are uploaded to the PTA section of the school website thereafter, together with information of any future events.

The PTA is a friendly group of parents and we welcome new members at any time of the year. We are always grateful for any help which parents and staff can offer in supporting the work of the PTA.

### **SNAG and Eco Team**

Streetsbrook are proud to have a 'Streetsbrook Nutrition Action Group' (otherwise known under the acronym of 'SNAG' team), who champion our healthy eating for healthy life ethos that we embed within our school. The aims of the SNAG team are to look at food within school and at home and consider how food supports us in leading a healthy lifestyle whilst building a 'Food for Life' partnership between school, parents and the local community. The Eco Team champion the need to think about environmental impacts and how we can minimise them, both at home and in school. The group can consist of representatives from parents, teachers, staff, school cooks, the local community, e.g. local supermarkets, and children. The group meet on a half-termly basis and parents are invited to join the team during Curriculum Evenings at the start of each year. Parents have been instrumental in assisting and developing practices within school and sharing with all stakeholders.

## **SCHOOL IMPROVEMENT**

Feedback from parents is actively sought at Streetsbrook. As previously mentioned, parent views are sought on a termly basis for Parent Partnership meetings. This has led to many improvements to

school, including amendments to our arrangements for Parent Consultation Meetings and changes to school uniform.

Feedback is also sought at the end of Curriculum meetings and parent Workshops. This is shared with staff and supports us with our planning for future meetings.

**Surveys and Questionnaires**

A questionnaire based on the OfSTED questionnaire for parents is sent to all parents on an annual basis. This information is scrutinised by Senior Leaders and results shared with all stakeholders.

Similarly, an end of year survey is sent to all parents at the end of the academic year with the children’s End of Year Report. This gives parents the opportunity to give feedback on their child’s progress as well as identify what they like about the school and what we could do to become even better. Responses are collated and shared with staff and governors. Individual feedback is given to parents as appropriate.

In addition, a number of other surveys are sent out to parents as and when appropriate. These are usually related to the curriculum and help to inform subject leaders of what parents think about provision in a particular area.

**THE WAY FORWARD**

It is hoped that this policy clarifies the way in which all staff at Streetsbrook work in partnership with our parents/carers.

Other related policies and documentation include:

- Policy for Volunteers
- Policy for Homework
- Guidelines for Parents Working in School

This policy will be formally reviewed in the Summer Term 2026

This policy was adopted by the Curriculum & Standards Committee on 18 May 2023

Signed: .....Chair of Curriculum & Standards

Signed: .....Headteacher