



Parent and Carer Communication Policy

Date Prepared: December 2018

Date Shared with Governing Body: February 2019

Date to be reviewed: February 2022

At Claygate School, values are at the heart of everything we do. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them to maximise their potential. The school embraces the Values Education which it delivers. This encompasses all interactions in school, between pupils and staff, amongst staff and amongst pupils. We aim for our Values to show through everything that is said and done in school.

Schools have many lines of communication to maintain: with parents and carers, with other schools, with the community, with outside agencies, and within the school. Good communication between the school and the home is essential, and children achieve more when schools and parents work together. Parents can naturally help more if they know what the school is trying to achieve.

At Claygate Primary School we aim to have clear and effective communications with all parents and with the wider community. Effective communications enable us to share our aims and values through keeping parents well informed about school life. This reinforces the important role that parents play in supporting the school and their children's education.

We have various strategies for communicating with parents. Some of our communications are in accordance with a statutory requirement; while others simply reflect what we believe is important for our school.

We try to make our written communications as accessible and inclusive as possible. We use an easy-to-read font and add pictures wherever appropriate. We seek to avoid bias, stereotyping or any form of racial discrimination. We wish to recognise and celebrate the contributions made to our society by all the cultural groups represented in our school. Parents have access to the school website to view electronic versions of documents to support communications.

Home-school agreement

Our home-school agreement fulfils the requirement of the School Standards and Framework Act 1998. It explains the school's aims and values, the school's responsibilities towards the children, the responsibilities of parents, and what the school expects of the children. We ask parents to sign this agreement when their child starts at our school. The agreement covers the standard of education in our school, the ethos of the school, and our expectations regarding attendance, behaviour and homework.

Annual written report to parents: children's achievements

Every year we provide a written report to each child's parents on the child's progress in the various National Curriculum subjects in Spring. This report identifies areas of strength and areas for future development. In our school we ask the children to comment on their own progress, and we ask parents to make a similar comment. Teachers are asked to report their 'Teacher Assessment' in Reading, Writing and Maths and we also give parents in Year 1, 2 and 6 the details of their child's performance in the national tests, and details of national comparisons.

As well as receiving the annual written report, parents are provided with the opportunity to meet their child's teacher twice a year for a parent-teacher consultation. This gives them the opportunity to celebrate their child's successes, and to support their child in areas where there is a particular need for improvement. Parents are able to see their child's work during these meetings and in Parent Pop-ins scheduled each term. Parents are also given information on where their child is performing in relation to age related expectations and targets which the child is currently working on in core subjects. We encourage parents to contact the school if any issues arise regarding their child's progress or well-being at any time throughout the academic year.

When children have special educational needs, or if they are making less than the expected progress, we find it helpful to meet with parents more regularly. A child, whose progress is causing concern, or a child who has identified Special Educational Needs (SEN) will be reviewed and supported in line with the current Local Authority (LA) 'Code of Practice' and within school policy, protocol and procedures. Parents/carers will be kept informed of all monitoring outcomes and educational provision made.

(Ref. Inclusion Policy)

In accordance with the SEND 14 Code of Practice parents are encouraged to be involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Where appropriate, pupils are given the opportunity to express their views and comment on their success and how best to support them. Please see 'working with parents' in our Inclusion Policy for more information.

School Prospectus

The school prospectus contains a range of specified information to give parents a full picture of provision at our school.

Public access documents

The school makes a range of documentation available to parents on the website. Minutes of governors' meetings, school policies and Action Planning following an inspection can be made available on request

Home-school communication

We send a newsletter to parents electronically throughout the year. It contains general details of school events and activities.

Parents expect the newsletter, and appreciate the regularity of the contact. We send other letters of a general nature when necessary, such as:

- Progress Meetings
- Letters re. out-of-school visits – payments, confirmation and approval
- Invitations to SEN Meetings, School Performances, Sporting Events etc.

- Letters regarding curriculum enrichment activities – music, sport, Modern Foreign Languages etc.
- Information about assemblies

At the beginning of each term all teachers write to the parents of the children in their classes with details of the work to be covered during the forthcoming term. We invite parents to support their child's work through discussion and shared interest. Parents can contact class teachers via the school email addresses or telephone number to book an appointment for any communication. Contact details are shared at the beginning of the year or via the school office. office@claygate.surrey.sch.uk Tel: 01372 465 348. There is also a contact form via the website www.claygate.surrey.sch.uk

All of the staff at Claygate Primary have the right to be treated with dignity and respect at all times. They should be able to do their jobs without direct or implied threat of intimidation or aggression. Similarly, unnecessary and excessive communication or unreasonable expectations on any aspect of the establishment will not be tolerated. On the rare occasion where that this happens the offender may be asked to leave or be banned from the premises, be asked to refrain from contacting a member of staff etc. Emails may be blocked, the governors / LA notified and where necessary reported to the police.

Children have a communication book, which are sent out and returned on a daily basis, acknowledged by the home-adult by a signature / ink stamp in general, or through comments written in the book where necessary. Children also receive homework on a regular basis weekly and feedback to pupils is on a regular weekly basis. (see Homework Policy and Marking Policy)

The school encourages parents and carers to share any issues about their child at the earliest opportunity. Teachers see parents immediately after school, if at all possible. Where this is not possible, the parent makes an appointment. We provide the opportunity for many parents to speak with the teacher when they collect their children after school or when they we find that this 'immediacy' and 'availability' enhances the home-school communication. We do however promote independence as the children get older. Children may be given messages to take home verbally or communication may increase via the communication book.

There are regular Parents Forum meetings for our class representatives to meet with the Head Teacher / SLT about a range of issues and they seek parents' views and disseminate issues discussed. Consultation and Communication Questionnaires may take the form of an online electronic response or a hard copy form.

We arrange 'Curriculum Meetings' for Parents to explain areas of our curriculum as requested by parents/carers through either verbal feedback or through parent questionnaires. Training for parents is scheduled through a series of workshops that teach how to support your child at home in core subject areas.

We hold a meeting for new Reception parents each year, and either schedule a meeting for Years 1, 2 and 6 parents each Spring or communicate by letter, regarding the national statutory tests.

If a child is absent from school, and we have had no indication of the reason, we contact a parent (by telephone, if possible) to find out the reason for the absence. (see Attendance Policy)

Parents may be contacted by telephone should there be an incident in line with our behaviour policy. The Deputy Head (DHT) or Head Teacher (HT) may meet with a child and this may result in communication between the DHT/HT parents/carers. (see Behaviour Policy)

Communication with other schools and outside agencies

Toward the end of their final term in Year 6, we pass on information about the children to their intended secondary schools. We try to give a view of the whole child, and we include their expected national test results, their strengths and weaknesses, their interests and responsibilities (e.g. monitor, sports team captain, school council representative, playground friend, etc.). There is also an electronic transfer of further information about the child, organised by the government. We may also send on several items of work. A similar transfer of documentation occurs when a child leaves the school. We also arrange visits for named children to attend 'welcome sessions' in addition to those arranged for Y6 as a whole.

We recognise that children have diverse needs, and we are supported by various agencies and groups of professionals who keep us informed on better ways to meet these needs, so that children may participate more fully. Support comes from medical services (such as speech and language therapy, occupational therapy and physiotherapy), from child development centres, from local and LA doctors and specialists, and from school nurses. It also comes from various welfare-focused services, such as Education Welfare, Social Services and Behaviour Intervention units.

We recognise that children have a fundamental right to be protected from harm, that their protection is a shared responsibility, and that our school should provide a safe and secure environment. We are the people most in contact with our children, and we are therefore in a unique position to identify and help abused children. So when any member of staff has concerns about a child, these will be passed on to the Designated Safeguarding Lead, who may share this information with the Social Services.(see Child Protection Policy)

We hold information on pupils in our school, and from time to time we are required to pass some of this information to others for educational purposes. Parents have a right to view the information we hold, and we have contact details of the agencies to which our information is passed.

Monitoring and Review

This policy will be regularly monitored, and will be reviewed in three years, or earlier if required.

Appendix 1



COMMUNICATION PROTOCOL

Name of Parent:	
Date Approved:	
Review Date:	

All communication to and from Claygate Primary School is set out in the school's communication policy which states;

'Good communication between the school and the home is essential, and children achieve more when schools and parents work together.'

Claygate's communications protocol has been developed and agreed to ensure clear, timely and manageable communication. This Communication is based upon the schools Communication Policy.

This document sets out;

1. Appropriate modes and frequency of communication
2. Agreed contact points within the school
3. Acceptable tone and behaviour
4. Target response times, appropriate notice periods and content information when meetings are requested.

1. Appropriate modes and frequency of communication

You, as the parent can contact the school when necessary through:
(Delete/amend as appropriate)

- a) The home school communications log sent to and from school daily. The school recommend the Home School communications book that has been implemented should continue to be used as fully as possible by both parties above other forms of communication.
- b) Direct face to face contact with the class teacher or class staff at the end of the school day. These face to face discussions should be focussed and of a short duration recognising that all class teachers have numerous demands on their time. Should the frequency of these discussions be deemed overly onerous the head teacher reserves the right to withdraw or place limits on this communications channel.
- c) Direct face to face contact via the school office by visiting Reception.
- d) Via email to the Inclusion leader, Mrs McClure, for all items relating to SEND sen@claygate.surrey.sch.uk Please be aware that Mrs McClure works 2 days per week.

- e) For sensitive communication email Mrs Green, Home School Link Worker, on jen.green@claygate.surrey.sch.uk
- f) For all other communications which will then be redirected to the correct member of staff according to content office@claygate.surrey.sch.uk
- g) Via telephone to the school office, 01372 465 348

Emails from home are to be sent to one of the email addresses above and no other email address. Each address to only receive one email a week maximum.

Face to face dialogue at the classroom door or office hatch is for short discussions (5 minutes maximum).

For lengthy discussions a meeting should be arranged via email, phone or visiting the office. Two members of staff will be present in any meeting. The school will not minute these meetings.

A meeting can be arranged at the parent's request to speak to the head teacher if required. These meetings should be focused on your child's experiences that week and the SENCo or another member of SLT will be present. The school will not minute these meetings.

The school will inform parents of regular news and school related issues in line with the school's communication policy.

2. Agreed contact points within the school

As per above.

- For all items relating to SEND Mrs McClure, Inclusion Leader can be emailed directly on sen@claygate.surrey.sch.uk or via telephone through the main school number.
- For sensitive communication email Mrs Green, Home School Link Worker, on jen.green@claygate.surrey.sch.uk
- For all other contact including for the Chair of Governors or Head Teacher contact the Office, which will then be redirected to the correct member of staff according to content.
- Office@claygate.surrey.sch.uk
- 01372 465 348

3. Acceptable tone and behaviour

- The school has a home school agreement with parents which states parents agree to 'Maintain good, open communication with my child's class teacher and other staff and respond to school letters and correspondence promptly' and 'Demonstrate how to be a good role model, supporting our Values in school and home life by my attitude and behaviour'.
- At all times the school values will be shown from both parties during communication and both parties will always hold the child at the forefront of communication

4. Target response times, appropriate notice periods and content information when meetings are requested.

Response times

The school aims to respond to all email communication from parents as early as possible, and aims to within 48 hours. A response to acknowledge receipt of an email will be made where information needs to be sourced or the email is passed on to a member of staff for a response. Precision, clarity and brevity in email communications from both parties will enable timely responses.

The school request in the home school agreement that parents agree to ‘...respond to school letters and correspondence promptly’ We would expect within 48 hours where possible.

Notice Periods

The school aims with all parental communication to provide two weeks’ notice of events or dates where possible. Where formal meetings are arranged, the content information of the meeting and attendees are shared when known.

School Agreement	
Name	
Signature	
Parent Agreement	
Name	
Signature	
Date	