Parental Engagement Policy

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Committee approved by	Foxford Local Governing Body
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Date	Notes

Introduction

At Foxford School, we recognise that parents and carers play a fundamental role in the education and development of their children. Effective partnerships between school and home are central to improving outcomes, wellbeing, attendance, and aspiration.
When parents/carers are actively engaged, the benefits extend across the whole school community. We are committed to fostering strong, respectful, and collaborative relationships that support every student to succeed.

Vision

Foxford School is committed to building a culture of high expectations where parents/carers:

- Are welcomed, respected, and valued as equal partners in their child's education
- Are provided with clear, accessible opportunities to engage in school life
- Receive timely, meaningful communication about their child's progress and wellbeing
- Are equipped with the knowledge, skills, and resources to support learning at home

We believe that high-quality parent/carer engagement contributes directly to improved academic outcomes, behaviour, attendance, and personal development.

Rationale and Evidence Base

Research demonstrates that parental engagement is one of the most significant factors influencing student achievement. Parents/carers shape attitudes to learning, behaviour, and aspirations.
Foxford School aligns its approach with evidence-informed practice, recognising that:

- Strong relationships between school and home improve outcomes
- Engagement must be inclusive and responsive to diverse needs
- Trust, communication, and consistency are critical to success

"Parent programs and interventions work best when the strategies respect the needs of families. When school staff engage in caring and trusting relationships with parents that recognize parents as partners in the educational development of children, these relationships enhance parents' desire to be involved and influence how they participate in they participate in their children's educational development."
Henderson & Mapp, 2002

Strategic Priorities

1. **Inclusive and Welcoming School Culture**
   We will create a positive environment where all parents/carers feel confident, respected, and able to contribute.
2. **Removing Barriers to Engagement**
   We will proactively identify and address barriers including language, time constraints, digital access, and confidence.
3. **Effective Communication**
   We will ensure communication is clear, timely, accessible, and two-way.
4. **Supporting Learning at Home**
   We will provide practical guidance to enable parents/carers to support progress and reinforce learning.
5. **Meaningful Participation and Co-production**
   We will involve parents/carers in decision-making, school improvement, and community life.

Implementation: Key Strategies

Leadership and Accountability

- A named senior leader will oversee parent/carer engagement
- Engagement will be a standing item in leadership and governor meetings
- A link governor will monitor impact and challenge provision
- Staff will receive training on effective engagement strategies

Communication and Engagement

- Use multiple communication platforms (email, text, apps, phone, face-to-face)
- Provide translation and interpretation where needed
- Conduct regular parent/carer surveys and feedback opportunities
- Offer flexible meeting times, including virtual options
- Ensure communication is clear, jargon-free, and purposeful

Supporting Learning at Home

- Curriculum guides and knowledge organisers shared with parents/carers
- Workshops on key topics (e.g. literacy, revision strategies, online safety)
- Guidance on supporting homework and independent learning
- Access to online learning platforms and resources
- Regular updates on student progress and next steps

Involvement in School Life

- Opportunities to attend events, assemblies, and celebrations
- Volunteering opportunities reflecting parent/carer skills and interests
- Parent/carer forums and focus groups
- Participation in policy consultation and school improvement planning

Community Engagement

- Partnerships with local organisations and services
- Family learning programmes and support services
- Use of school facilities for community activities where appropriate

Incentives and Innovative Approaches

To strengthen engagement, Foxford School will implement additional strategies, including:

- **Parent/carer recognition events** to celebrate contributions
- **Workshops with incentives** (e.g. refreshments, childcare provision where possible)
- **Flexible engagement opportunities** (drop-in sessions, online webinars, recorded content)
- **Parent/carer ambassadors or champions** to support outreach
- **Targeted engagement plans** for hard-to-reach families
- **Student-led conferences** involving parents/carers in progress discussions
- **Family learning challenges and projects**
- **Attendance and engagement rewards linked to family participation**
- **Coffee mornings and informal networking opportunities**
- **Digital engagement tools** (apps, online surveys, virtual events)

These approaches ensure engagement is inclusive, accessible, and responsive to the needs of our community.

Monitoring and Impact

Foxford School will evaluate the effectiveness of this policy through:

- Parent/carer participation rates in events and activities
- Feedback from surveys, forums, and consultations
- Student outcomes (progress, attainment, attendance, behaviour)
- Engagement of vulnerable and disadvantaged groups
- Quality and frequency of communication
- Case studies demonstrating impact

Findings will inform ongoing school improvement planning and will be reported to governors.

Roles and Responsibilities

Parents/Carers are expected to:

- Support the school's ethos, values, and policies
- Engage positively with staff in the best interests of their child
- Communicate respectfully and appropriately
- Support their child's learning, behaviour, and attendance
- Attend meetings and respond to communications where possible

Staff are expected to:

- Build positive, professional relationships with parents/carers
- Communicate clearly, respectfully, and in a timely manner
- Provide accurate information about progress and expectations
- Respond constructively to feedback
- Promote inclusion and remove barriers to engagement

Standards of Conduct

Foxford School expects all communication to be respectful and professional. Unacceptable behaviour includes:

- Aggressive, abusive, or threatening language or conduct
- Discriminatory or offensive comments
- Harassment, intimidation, or defamation (including online)
- Excessive or unreasonable communication

Managing Concerns

Where concerns arise, the school will:

- Seek to resolve issues through discussion and partnership
- Offer mediation where appropriate
- Apply proportionate restrictions if necessary
- Involve external agencies where required
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The Headteacher retains discretion to act in the best interests of the school community.

Conclusion

Foxford School is committed to building strong, effective partnerships with parents/carers. By working together, we can ensure that all students are supported to achieve their full potential and thrive both academically