

Parental Engagement Policy

Greenway Academy



Summer 2018

Rationale

Aims: At Greenway Academy we believe all stakeholders including children, parents (for 'parent' read any adult who accompanies children onto the academy site) and staff are entitled to

- A safe and protective environment in which to learn and work; and,
- All members of the academy community treat each other with respect.

Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the academy.

Expectations

Members of our community are welcomed into the academy and its grounds throughout the year. This includes:

- Meet and greet at the start and end of the day in the playground;
- Moving through the school site to Trafalgar Community Infant School;
- Parking around the school site;
- Visiting school reception;
- Sports events and clubs including Sports Day and competitive matches;
- Concerts, assemblies and in-class visits including external locations;
- Pupil learning conferences.

At these events, adults will set a good example to children at all times, showing them how to get along with all members of the academy and the wider community.

Guidelines: It is the academy's expectation that all adults will:

- Speak positively and politely to all community members including children;
- Use the school procedures to manage any concerns or difficulties;
- Use the grounds appropriately, including supervision of visiting siblings to keep them safe and minimise disruption to learning in the academy.

The school and its grounds is a zero tolerance zone regarding smoking, alcohol, drugs and pets. In accordance with the 2010 Equality Act (EA) service dogs specifically trained to aid a person with a disability are welcome.

Types of behaviour which are considered serious and unacceptable and will not be tolerated towards any member of the academy community are as follows:

- Shouting, either in person, over the telephone, text and/or email;
- Inappropriate posting on social networking sites which could bring the academy into disrepute or be deemed as bullying;
- Speaking in an aggressive/threatening tone;
- Physically intimidating, e.g. standing very close;
- The use of aggressive hand gestures/exaggerated movements;
- Physical threats;

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- Shaking or holding a fist towards another person;
- Swearing;
- Pushing;
- Hitting e.g. slapping, punching or kicking;
- Spitting;
- Racist or sexist comments including sexual innuendo; and,
- Being on site under the influence of alcohol/illegal substances.

This list seeks to provide illustrations of unacceptable choices, but is not an exhaustive list.

In the event that these expectations are not met, the academy believes that:

- No members of staff, parents or children will be the victims of abusive behaviour or open to threats from other adults on the academy premises;
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the academy premises will not be tolerated and will result in withdrawal of permission to be on academy premises.

In the event of expectations not being met, the academy reserves the right to use the following legislation:

Persons Causing Nuisance / Disturbance on School Premises Section 547 of the Education Act 1996

School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may ban parents from entering school.

It is also an offence under section 547 of the Education Act 1996 for any person (including a parent) to cause a nuisance or disturbance on academy premises. The police may be called to assist in removing the person concerned.

School is not responsible for organising arrangements for children in the above circumstances. Parents will need to provide alternative arrangements for bringing children into academy.

In this instance, any parent who is asked to leave the academy premises will have the right to appeal the decision by writing to the Chair of Governors

Inappropriate use of Social Networking Sites:

<http://www.greenwayacademy.co.uk/attachments/download.asp?file=282&type=pdf>

Social media websites are being used increasingly to fuel campaigns and complaints against academies, Headteachers, Heads of School, academy staff and, in some cases, other parents/pupils.

The Governors of Greenway Academy consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole academy community.

Any concerns you may have must be made through the school office and an appropriate member of the team will respond ensuring the matter is dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated in Greenway Academy is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches these. The academy will also expect that any parent/carer or pupil removes such comments immediately.

In serious cases the academy will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by one child or parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of bullying. Thankfully such incidents are extremely rare.

Unacceptable behaviour may result in the Police being informed.

The academy reserves the right to take any necessary actions to ensure that members of the academy community are not subjected to abuse.

Parents have the right of appeal by writing to the Chair of Governors within 10 days of permission to enter the academy premises being withdrawn.

Responsibilities:

It is the responsibility of the Heads of School and Governors to monitor and review this policy.

Appendix 1

Procedure to address inappropriate behaviour by adults on the academy site

At Greenway Academy we operate a 'zero tolerance' of the use of inappropriate behaviour anywhere on the academy site.

Inappropriate behaviour means disrespectful conduct towards people or property within the academy site.

Our Parental Engagement Policy states:

- That adults set a good example to children at all times, showing them how to get along with all members of the academy and the wider community;
- That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the academy premises.

All staff and governors agree that any adult found to be using inappropriate behaviour towards other adults or children should be dealt with using the following steps:

An adult approaches another child	The adult will be spoken to immediately and the issue investigated by an academy leader. This will be reported to the Head of School and recorded. The adult will receive a warning letter.
A parent approaches another parent	The parent should report this to a member of staff or an academy leader. The offending parent/s will be spoken to as soon as possible after the incident and reminded that we have a zero tolerance of inappropriate behaviour. A letter will be given to the parent/s. This warns a parent that if it recurs they could be banned from the academy site under section 547 of the Education Act 1996.
A parent approaches a member of staff	This should be reported immediately to a member of the Senior Leadership Team. This will be investigated as soon as possible and the member of staff will be informed of the action taken. The parent/adult will be spoken to and given a warning letter. This warns a parent/s that if it recurs they could be banned from the academy site under section 547 of the Education Act 1996.
Recurring inappropriate behaviour	If a parent/s continues to use inappropriate behaviour, they will be referred to the Policy for Parental Engagement. This indicates how anti-social behaviour, when not corrected, can lead to interviews with the Headteacher and governors. This can then lead to a ban from the academy site under section 547 of the Education Act 1996.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Signed.....Ms K White..... Headteacher

Date...27.06.2018.....

Review Date Autumn 2020



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