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2025/2026 Parental Engagement Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	25 June 2026
Signed by Chair of Governors:	<i>P. A. Evans</i>
Executive Head Teacher:	O M Flowers
Lead Personnel:	Ben Taylor
Date of Review:	25 June 2028

1. Introduction

At **The Westminster School**, we recognise that strong, respectful partnerships with parents and carers are essential to improving outcomes for our students. We are committed to working collaboratively with families so that they are informed, listened to, and involved in decisions about their child's education, wellbeing and wider development. This reflects our ethos of being Safe, Happy and Learning Together, with a particular emphasis on working together in the best interests of every child.

2. Aims

This policy aims to:

- Promote clear, timely and respectful communication between the school and parents/carers.
- Support parents/carers to participate actively in their child's education, review processes and wider school life.
- Create a welcoming, inclusive and accessible environment for all families.
- Strengthen partnership working so that school and home can work together to meet each student's individual needs.
- Ensure parents/carers have meaningful opportunities to share views, contribute feedback and help shape school improvement.

3. Guiding Principles

We believe:

1. Parents and carers know their child best and bring valuable insight into their strengths, needs, interests and aspirations.
2. Working in partnership with parents/carers supports better educational, social and emotional outcomes for students.
3. Communication should be clear, professional, accessible and solution-focused.
4. Parental engagement should be inclusive, flexible and responsive to different family circumstances, cultures, languages and needs.
5. Constructive relationships are built through mutual respect, trust, honesty and a shared commitment to the child's best interests.

4. Objectives

4.1 Communication

- Ensure communication is regular, accessible and appropriate to the needs of families, for example through email, telephone, newsletters, online platforms and face-to-face meetings.
- Share timely information about student progress, attendance, wellbeing, key events and opportunities for involvement.
- Provide information in accessible formats where needed and make reasonable efforts to remove barriers to communication, including supporting translation or interpretation where appropriate.
- Support parents and carers to understand the wider services, opportunities and community support available to help their child's personal development and preparation for adulthood.

4.2 Parental Participation

- Encourage parents/carers to take part in review meetings, annual reviews, EHCP processes, transition planning and other key decision-making points.
- Provide opportunities for parents/carers to attend information sessions, workshops, consultation events and school community activities where appropriate.
- Seek parent/carer views when reviewing provision, planning improvements and evaluating the effectiveness of support.

4.3 Support and Resources

- Provide guidance, signposting and practical information to help parents support their child's learning, wellbeing and independence at home.
- Offer access to pastoral support and, where appropriate, signpost families to external services, advice and community networks.
- Create opportunities for families to build confidence, share feedback and connect with the wider school community.

4.4 Decision-Making

- Involve parents/carers in consultation processes relating to relevant school policies, practice and development priorities.
- Use feedback from surveys, meetings, events and informal communication to help shape improvements in school practice.
- Promote transparent processes so that parents/carers know how to share views, raise concerns and receive responses.

5. Roles and Responsibilities

School Staff

- Foster a welcoming, respectful environment and engage positively with parents/carers.
- Communicate with families in a timely, professional and sensitive manner.
- Listen to and value parental contributions, taking account of their views when planning support and next steps.
- Maintain appropriate professional boundaries while working constructively with families.

Parents/Carers

- Share relevant information about their child's needs, strengths, preferences and any changes that may affect school life.
- Engage, where possible, with meetings, reviews, communications and opportunities to support their child's learning and wellbeing.
- Work in partnership with the school in the best interests of their child.
- Communicate with staff respectfully and through appropriate channels.

Leadership Team

- Promote a whole-school culture in which parental engagement is valued and embedded in practice.

- Monitor the effectiveness of parental engagement through feedback, participation levels and the quality of communication and relationships.
- Provide staff with guidance, training and support to strengthen engagement with families.
- Ensure the policy is implemented consistently and reviewed in line with school needs and current guidance.

6. Monitoring and Review

- The school will gather feedback through surveys, parent/carers forums, review meetings, events and day-to-day communication.
- The school will also take account of external feedback routes, including **Ofsted Parent View**, where appropriate.
- Leaders will review patterns in participation, feedback and communication to identify strengths, barriers and areas for improvement.
- This policy will be reviewed every two years, or sooner if required, to ensure it remains effective, relevant and aligned with current guidance and the needs of the school community.

7. Related School Procedures

- This policy should be read alongside the school's safeguarding procedures, recognising that parental engagement must always be balanced with the school's duties to protect children and promote their welfare.
- Where parents/carers wish to raise concerns, these should normally be addressed through the appropriate communication channels in the first instance and, where necessary, through the school's Complaints Policy.
- Parental engagement also takes place through the school's established processes for attendance, absence reporting, welfare communication, review meetings, annual reviews, EHCP processes and transition planning.
- The school will continue to use a range of communication methods, including telephone contact, email, newsletters, meetings and other agreed systems, to maintain effective home-school communication.
- Where communication becomes unreasonable, abusive or inappropriate, the school will respond in line with relevant policies and procedures while continuing to act in the best interests of the child.

8. Conclusion

We are committed to maintaining strong, respectful and effective partnerships with parents and carers. By working together, listening carefully and communicating openly, we can provide the best possible support for each student and help every child to thrive.