



Parent-School Partnership Policy

Incl Complaints and Attendance

*'From tiny acorns, mighty oak trees grow, watered
and nurtured by God'*

'For with God, nothing is impossible' Luke 1:37

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“At Braywood our aspiration is for all children to become confident, emotionally resilient and compassionate individuals who achieve personal success through strength of character and a love of learning”

At Braywood School we recognise the importance of and value parental involvement in the life of the school. Throughout this policy the term parent is used to refer to parents, guardians and carers. We believe that education is a collaborative enterprise involving amongst others, parents, staff and children. As a school we are therefore committed to establishing and maintaining an effective and purposeful working relationship between the school and home.

It is known that parents are the most important influence in a child's life. Any educational initiative can only be fully effective if there is partnership between parents, children and providers. Parents want their child to succeed and we want to work together to ensure that this happens. The school is a resource for the community it serves.

Genuine partnership between teachers and parents that requires:

- Respecting and supporting all parents as the primary educators of their children
- Valuing one another's different but equally important roles
- Listening to uncomfortable messages without defensiveness
- Establishing joint aims and jointly setting the agenda
- Putting time into developing the relationship

Parents can play many roles within the partnership - as co-educators of their children, as providers of additional support for their child, as decision-makers and as an important part of the school's community.

Aims

The aim of the policy is to:

- Ensure that there is a culture of mutual respect amongst teachers, parents and children,
- Develop good communication with parents to fully inform them about what is happening in school.
- Ensure that parents feel welcome and involved in the education and progress of their child.
- To make good use of parents' expertise and willingness to enhance their own learning and that of their child and other children and to actively involve them in school life
- To establish the views and opinions of parents of the school and act upon these where appropriate

Key Contacts

Position	Name	Contact Details (email/phone)
Headteacher	Susan Calvert	Susan.calvert@rbwm.org.uk
Class Teacher	All teachers	Braywood@rbwm.org.uk

Roles and Responsibilities

Working and Communicating Together

On entering school, a child, their parents and teachers sign a home-school agreement, which is part of a package of initiatives where we pledge a particular set of behaviours. We all expect things of each

Children can expect:

- * To be listened to, and valued
- * To take responsibility for their actions
- * to be consulted on their education and involved in decisions
- * To be responsible for making sure they understand their homework task, taking it home and giving it in on time

Parents expect:

- To feel valued and welcomed by the school
- Information and guidance on supporting their children's learning
- Clear feedback on their children's progress
- Involvement in decision-making
- Specific opportunities for familiarisation with the classroom routine
- To be informed of any recurring issues that arise during the school day which concern their child.

The School expects:

- Parents to support children in taking responsibility for their actions
- That children are supported at home in their homework by parents who:
 - Provide a suitable, reasonably peaceful place where children can do their homework (whether independently or sharing with an adult)
 - Make it clear to children that parents value homework, and support the school in explaining how it can help children's learning
 - Encourage pupils and praise them when they have completed their homework
 - Make sure that children complete their homework
 - Help their children to organise themselves to work at home
- That parents will ensure that their children are appropriately dressed in school clothing and equipped for their various lessons including PE
- That parents will be responsible for the prompt collection of their children after extracurricular activities and for the supervision of their children on the school site outside school hours
- That children are always healthy and alert when they come to school in order that they can cope with the physical and mental demands of the school day.

Home - School Links

Many links between Braywood and our parents already exist, and we are committed to extend and improve them continuously in conjunction with our families. We have an 'open door' policy where parents are not inhibited to come and talk to their child's teacher or the office if there is a problem.

These links include:

- A once-a-term meeting with the class teacher to explain classroom structure, daily timetable and homework timetable. Information is given about what the children are studying, with the relevant learning objectives: this may be accompanied by suggestions on how these activities may be followed up at home. This session provides an informal opportunity to meet the teaching staff and ask questions.
- Use of parent-teacher consultations to set targets and agree actions on the part of the teacher, parents and child every term.
- Curriculum days (Mums and Dads into School) and evenings, which offer parents explanations and hands-on experience of the curriculum, and which provide clear examples of ways in which learning can be

extended and reinforced.

- Support and advice on parenting skills - for example, informal sessions on friendships, encouraging positive behaviour, managing aggression, encouraging concentration, listening skills etc.
- Our Parent and Teacher Association (PTA) offers parents opportunities to meet and work with other parents in supporting the school through social, fund-raising and educational events such as coffee mornings after family assembly etc.
- Newsletters and other items of information which are sent home via email or with the children in their book bags and then posted on the website. Parents are sent a weekly reminder email and teachers communicate with parents' weekly/fortnightly regarding classroom activities and homework. Our learning platform and website offers a wide range of information and a safe platform for communication between all our stakeholders. In addition to this each classroom has a noticeboard that is updated weekly.

Attendance

Braywood CE First School seeks to ensure that all its pupils receive a full-time education which maximises opportunities for each pupil to realise his/her true potential. We adhere to the current legal legislation with regards all aspects of school attendance and work in partnership with Education Welfare Office and Social Services.

Aims

The school strives to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure. All school staff will work with pupils and their families to support parents in helping them to meet their legal duty to ensure that their children attend school regularly and on time.

Braywood has a positive regard for regular attendance. Children quickly pick up the message that their presence is important. The twice-daily requirement to register pupils can be perceived as an opportunity for the school to receive children formally from home and serve as an introduction to the session. The school has established an effective system of incentives and rewards which acknowledges the efforts of pupils to improve their attendance and time keeping and will challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.

To meet these objectives, we have established an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

- To constantly improve the overall percentage of pupils' regular school attendance through a gathering and analysing attendance related data.
- To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.
- To provide support, advice and guidance to parents, carers and pupils.

Children are expected to attend school for the full 190 days of the academic year, unless there is a good reason for absence. If a child is absent, parents should call the school on each day of the absence stating a reason. A note should be sent on the day the child returns to school explaining the absence. The school will then decide whether to authorise the absence. If authorisation were to be refused, for instance if a child was kept off school for a birthday, then the parents would be informed. A note is essential for authorisation of absence.

If contact, explaining the child's absence, fails to be made by parents or carers, then the school would contact the home by telephone. This contact needs to be recorded in the register by the secretary. If no reason has been received, after 3 weeks an authorised absence would be recorded. Our electronic learning platform and associated communication tool helps greatly with this process. Parents are informed about their child's attendance on their half yearly and end of year report, but this information is available instantly on the website. Children with 100% attendance each term will be rewarded by the school with a certificate at the end of each term, and at the end of year assembly in July.

Completing the Register

Registers provide the daily record of the attendance of all pupils; they are taken twice a day and registers are kept in the office. (We are working towards an electronic form of registration throughout the school). They also contribute to pupil's end of term reports and records of achievement. For these reasons, registers are required to be marked in ink and not easily erased, and all alterations should be visible and explained.

In the registers are:

- * An explanation of how to fill in the register including the type of absence that is usually completed by the School Secretary.
- * Letters from parents
- * A list of data protection regulations for the class and children who are not allowed to have their photographs taken.

Attendance figures are relayed into SIMS, which will provide regular, systematic data to support our school's assessment of the subject.

Family Holidays During Term Time

Parents are strongly urged to avoid booking a family holiday during term time. Parents do not have the right to take their child out of school for such a holiday, but the school may choose to grant leave of absence of up to 10 days in any school year. In exceptional circumstances it may be necessary for longer planned absence. All such cases should be discussed with the Headteacher.

Braywood is very reluctant to authorise holidays taken in May as this is the time, we assess pupils in school. Leave of absence forms can be obtained from the Secretary, and all requests should be submitted to the School Office, at least two weeks before the first day of intended absence. A pupil's absence during term time can seriously disrupt their continuity of learning. There is a consequent risk of underachievement, which we, and you, must seek to avoid.

Lateness

School begins at 8.45am and all pupils are expected to be in school for registration at this time. Any child arriving later than 9.00am should enter via the main entrance, reporting to the school office. If accompanied, a parent or carer should give a reason for the lateness, which will be added to the register. The child will then be sent to their classroom.

A persistently late family is challenged to change their behaviour through a variety of initiatives and eventually intervention from the Headteacher. If there is no improvement, then the welfare officer will be in contact with the family through letters or a visit.

Transition

Aims

We want our children to experience a smooth transition throughout their learning, so that the pace and quality of learning are maintained to ensure that children continue to make the very best progress. At Braywood we recognise the importance of an effective transition procedure. Poor transitions cause stress, which in turn leads to anxiety and a significant dip in achievement, both of which can be difficult for the child to recover from - the best transitions take place where conditions are similar. We have three ELSA (Emotional Literacy Support Assistants)) dedicated to the issue of transition at every key stage.

Points to note are:

- Approaches to teaching and learning are harmonised at the point of transition
- Planning is based upon assessment information from the previous class / setting
- Styles of teaching and learning meet the needs of the children and not pre-conceived notions of what is appropriate for the next phase / Key stage
- There is a professional regard for the information from the previous setting / phase

- Children are able to enjoy new approaches at transition
- Transition motivates and challenges children
- Staff allocation gives particular attention to the particular needs of the children

Continuity of Teaching and Learning

Transition from Pre-School to the Foundation Stage:

- Discussions occur between Braywood's teachers and staff from other settings regarding the child's needs and attainment.
- Tours offered to all incoming parents and children
- Parents of prospective F2 children are invited to a meeting one of the induction sessions to talk through the transition process.
- Parents receive an 'welcome pack' with information about the school
- Prospective F2 children visit school for three sessions during the term before they start, to become familiar with their new school.
- All parents are invited to a termly class meeting.
- The Foundation Unit staff are always available before and after school to chat to parents.
- A HLTA/ELSA in the Foundation Stage is concerned solely with the transition of these young children into school.
- Visits where appropriate are made to the child's home for SEN issues.
- The first term in Foundation is structured as a Nursery/Pre-school setting.

Transition from the Foundation Stage to Y1

The Y1 curriculum builds on and extends the experiences children have had during the Foundation Stage where a kinaesthetic approach to teaching and learning is maintained and built upon to offer creative, hands on method of teaching and learning. The Year 1 classroom aims to reflect a similarity to the Foundation classroom as it exhibits areas of learning available to the children e.g. role-play, art and creativity, music, ICT, reading and quiet areas.

Although Year 1 is the first year within which the NC is followed, we continue to develop the independent learning skills established in the Foundation Unit. Children in Year 1 are encouraged to select resources and activities independently and use decision-making skills in their learning. They share the same learning spaces.

Before the children move from the Foundation Stage into KS1 teaching staff meet to discuss the children's progress; the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child.

Information passed onto Year 1 teachers includes:

- Knowledge applicable to Read-Write groups including sight words, knowledge of letters and sounds and reading ability
- Writing - profile level
- printed version of each child's Early Years Foundation Stage Profile (EYFSP) highlighting each of the targets achieved

Links are made between Early Learning Goals (ELG's) and National Curriculum (as many statements within the Foundation Stage curriculum are similar to the key objectives for numeracy and early criteria for literacy skills. Once transferred to Year 1 children continue to work and be assessed within the FSP for their first term. Children return from Year 1 class to the Foundation classroom for focused learning work and active play throughout the rest of the year, as do Year 2 but to a lesser extent.

Transition in subsequent years throughout the school

- Weekly whole school sharing information in our staff meetings.
- Children are encouraged to share good work with teacher of 'next class'.
- All children visit new classes and work alongside new teachers on Transition Day in the summer term.
- Annual tracking of children's progress through Interim and Key Stage SATs, spelling and reading assessments. Data informs next teacher of targets for the following year.

- Throughout the year, there are shared assemblies, buddy reading systems, mentor opportunities and project-based opportunities where children throughout the school regularly mix together to enable them to get to know other teachers and staff and each other
- Teachers meet to discuss individual children's progress as they move from class to class
- 'Early intervention' policy for SEN children.
- Targets in reading, writing and numeracy and assessment folders move with children to provide evidence of previous years' progress and targets
- Groupings for literacy and mathematics.

Children Joining from Y1 to Y4

Our HLTA/ELSA is responsible for new admissions during the school year. She takes the time to meet with them regularly to discuss and issues which may be of concern to them.

- * Individual tours offered to all incoming parents and children, time for the child to stay with the current class is also offered to help get the acquainted with their new surroundings.
- * Parents receive a 'Parents' Pack' with information about the school
- * New children assessed quickly by class teacher and/or ELSA
- * A 'buddy' identified to help the new child to integrate
- * Records from previous school made available to class teacher and SENCO.

Transition to Middle Schools

From Braywood the children transfer to either the Windsor Middle Schools or Maidenhead Primary system. There are transition procedures for both scenarios. Once the children and their parents attend the many open days/evenings and have chosen their next school:

- Teachers from the middle schools visit Braywood to discuss with the children their thoughts and concerns ahead of transfer
- The Y4 children spend a day in their new school in order to experience first-hand their new school.
- A formal meeting between the Year 4 teacher and the Year 5 tutor and a meeting with children and Year 5 tutor.
- Assessment data and transition needs for each child is passed on through a generic transition form.
- Identified children (e.g. SEN) receive additional support before and after transition
- Transfer of records to the next school is arranged.
- Transfer sessions for more information for parents are held at Braywood and possible sessions for parents to talk to a profession is they are concerned about the trauma of the move.

We continually aim to support a child's emotional well-being. We have a happy school where we foster leadership and responsibilities at every opportunity to support our young children. Our curriculum supports pupil resilience and all children are explicitly taught how to manage the stresses and strains of daily school life.

We work alongside our parents to ensure that any worries a child may have are dealt with immediately. We have three ELSA (Emotional Literacy Support Assistants) in school.

For more information see our Behaviour for Learning and Curriculum Policy and the Well-being Policy

Homework

Education is a shared responsibility between home and school. Homework is a way of involving families in their child's education. At Braywood, homework tasks are set to enhance the children's learning.

Homework is *"any other work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers"*. Such activities shall always include reading and may include written work or may be a small piece of research, discussion with parent or carer, learning some spellings/tables or developing mental strategies.

Homework set by the school has a range of purposes. These include:

- * Developing the home-school partnership in pursuing the aims of the school and assisting parents in taking a positive interest in their children's schoolwork.
- Taking advantage of the resource of home as a source of learning.
- To practice and consolidate skills learnt at school, especially in literacy, numeracy and ICT.
- Encouraging self-motivated learning and independence especially for older children as they prepare for secondary school.
- To prepare and plan for work to be done at school.

We support the Government's recommendations that children in Years 1 to 4 spend between 1 hour and 1 ½ per week on homework. Homework may also be set when it is felt that a child needs to make up work through absence or needs extra practice in a specific area or if work has not been completed satisfactorily in class.

At Braywood we recognise the value of the many activities that our children are involved in after school and at weekends, through family activities or their membership of clubs and organisations. We would not want any homework to cut across these activities that play such an important part in the children's development. We ensure sufficient time is given to complete tasks to avoid conflicts.

Foundation - Homework Tasks

As part of the Early Years, homework always involves working with our families on topic work through brain-builders, reading practice and very simple maths and spelling challenges.

Years 1 to 4 - Homework Tasks

1. Reading practice; daily if possible - five to thirty minutes as appropriate.
2. Spellings and number bonds/tables practice - 3 - 4 five-minute sessions per week. Challenges are within the competencies in both these subjects
3. A formal homework task, one a week will be set for Years 1 - 4 either English or topic based.
4. Informal homework will be set from time to time. Children may be asked to think about ideas for a story, look for pictures to support a topic, find out information from an encyclopaedia or atlas etc.
5. Teachers provide a variety of open-ended tasks where children explore and investigate and there might not be a right or wrong answer and all homework will vary.
6. Teachers provide differentiated activities where different groups are asked to do different tasks appropriate to ability. The children are given clear instructions about what homework is required and every child has a Learning Log for this purpose.
7. Set pieces of homework will be marked and stored in either a homework folder or wallets for safekeeping. Homework timetables will be included as part of the curriculum news given to parents at the beginning of each term

Reading

Children need the experience of looking at a wide range of books and other publications, talking about books, looking at the pictures, talking about what has happened, predicting what might happen, empathising with the characters - are all very valuable activities which greatly assist the teacher in the task of teaching reading.

The reading scheme is only one part of the child's reading experience. Shared, Guided and Individual reading are all integral parts of the child's daily literacy activities.

Guided and Independent Reading

Guided reading is where a group of children read the same book with a teacher. The children read in turn and the teacher leads a discussion of the text. Guided reading texts are normally at a higher level than the books that the children are reading independently.

Spelling, Phonics and Grammar

It should be noted that spelling is an integral part of the literacy lessons. There are lists of 'key words' which children of different ages are expected to know. Read/Write Inc support material offer a structured framework through which children can learn their green and red words. Teachers will be assessing the children to ensure that they are making good progress in learning these words.

Spelling Homework – is set in addition to the spelling work done on a day-to-day basis in the literacy lesson.

They are usually linked to the sounds the children have been covering in their phonics lessons. Throughout the school we use the Read/Write Inc Reading Scheme that supports reading, spelling, grammar, group reading and writing

Read, Cover, Write, Check

The children are encouraged to learn their spellings through the 'Read, Cover, Write, Check' method. The children read the word, see how it is spelt and think about any tricky bits. They cover the word up, write it down and then check to see if they have spelt the word correctly. The child repeats this process over a period of time until the spelling is fixed in his or her memory. Children should be encouraged to have several short sessions of learning spellings rather than one long one.

Homework on Number Bonds and Tables - Instant Recall

Number bonds are all the sums – addition, subtraction, multiplication and division which one can make within a range of number e.g. 1 to 20. When children are set homework on number bonds and tables the aim is that the child should have 'instant recall' i.e. they know the answer almost instantly, with minimal thinking time.

Other activities could include, number games, tables, learning days/months, money etc.

Maths homework will usually be associated with the work your child has just covered during school time. If you cover the homework thoroughly then you will be consolidating your child's learning in numeracy. There are Maths Competencies that offer challenge on the basic skills.

Electronic Homework

Every three weeks children will engage in an electronic form of homework either through 'Bug Club' or 'Abacus Maths Games'. Children are encouraged to research information through the Internet or libraries to support their learning. Children are given a login and password at the beginning of their school year for the electronic reading scheme and the Maths Club passwords are given out halfway through Year 2. Videos are used to help explain a point and when remote learning has to take place we can offer virtual lessons.

Laptops are supplied at school to support independent learning and there is internet access available after school.

More information is available on the website

Additional Support

Teachers provide additional tuition to a variety of pupils who need additional support to enable them to maintain progress. This may involve additional homework. We offer 1-to-1 tuition for three pupils every term that again is additional support. These children, in discussion with their parents, may be asked to do additional homework to support their work in school. The activities will usually be differentiated tasks designed to give the children extra practice in reading, writing or number work.

How Parents Can Help?

Support from parents and carers in valuing homework, encouraging its completion and praising the child when it is completed will increase the effectiveness of the work set. School will undertake to be reasonable and fair in all homework demands and value the contributions in class as a result of homework completed. It is hoped that parents will read with their children as often as possible and perhaps visit a library. We cannot over-emphasise the value of regular and varied reading at home and hope it is seen as a pleasure rather than work. We encourage parents to write in homework diaries and to develop channels of communication.

All classes are asked to complement aspects of their topic and science work by finding out information and bringing in books, artefacts etc. Handwriting/worksheets may be sent home at any stage to enhance reading skills and writing practice. The more you work with your child on broadening their general knowledge and understanding of the world.

Reports

The role of parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evenings, curriculum evenings and class meetings to explain our school strategies for teaching literacy, numeracy and health education;
- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework.

We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigation work. We believe that parents have the responsibility to support their children and the school in implementing school policies.

We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home/school agreement.

The role of the children

We know that children's views are fundamental to the way they learn.

At every opportunity:

- * Children are encouraged to reflect on their learning, how best they learn and what they need to do to achieve the next step.
- * Their views as to how we can improve the way we teach are regularly sought.
- * Their thoughts and opinions are reflected in our planning.
- * They are reminded of the joy of learning and that this is just the start of a lifelong learning journey.

The children are taught that "they have a right to learn" and that they should take advantage of that right and ensure that they do not deprive any other child of that right.

Written Reports to Parents

Parents receive a written report each year in the Summer term. Reporting of National Curriculum attainment is dictated by legal requirements.

Parents also have the opportunity to discuss their child's work in October/February/July where personal targets are shared. Parents are encouraged to talk to staff about their child's progress at any time throughout the year.

Parental Complaints

Braywood aims to establish and promote a close relationship with all parents in the interests of their children. We recognise that children will feel more secure when they receive consistent messages from both home and school.

Our school is committed to providing the very best education for our young people and we want our pupils to be healthy, happy and safe and to do well. We recognise the importance of establishing and maintaining good relationships with parents, carers and the wider community. We are aware that there may be occasions where people have concerns or complaints and the following procedure sets out the steps that should be followed in order to resolve these as promptly, fairly and informally as possible.

School governing bodies are required under Section 29 of the Education Act 2002 to have in place a procedure for dealing with complaints relating to the school. Sometimes when concerns are more specific, there are alternative and more appropriate policies for dealing with them. The following lists specific topics and the correct policy to refer to should you have a concern or complaint. You can access these policies on the school website or ask for a copy from the school office.

Aims and principles of the complaint's procedures

This policy aims to:

- Encourage the resolution of concerns and complaints by informal means wherever possible
- Ensure that concerns are dealt with quickly, fully and fairly within defined time limits wherever possible
- Provide effective and appropriate responses to concerns and complaints
- Maintain good relationships between the school and all those involved

Where concerns are raised, the school intends for these to be dealt with fairly, openly and promptly. The Governing Body has approved the following procedure which explains what you should do if you have any concerns about the school.

Raising Concerns

The majority of concerns can be dealt with without resorting to the complaint's procedure. Where you have a concern or query about any aspect of the school or your child's education or wellbeing, raise this with your *child's class teacher followed by their year lead* in the first instance. Ideally, they will be able to address your concerns immediately or can arrange a meeting with you to discuss the issue.

All concerns will be dealt with confidentially, although it may be necessary to take notes if the matter may need to be taken further or may arise again in the future.

Safeguarding

Wherever a complaint indicates that a child's wellbeing or safety is at risk, the school is under a duty to report this immediately to the local authority. Any action taken will be in accordance with the school's safeguarding policy.

Social Media

In order for complaints to be resolved as quickly and fairly as possible, we ask that complainants do not raise concerns or discuss them publicly via social media. Complaints will be dealt with confidentially by the school and we expect complainants to observe confidentiality also. In particular we expect that details of the complaint will not be posted on social media.

Complaints that result in staff capability or disciplinary

If at any formal stage of a complaint it is determined that staff disciplinary or capability proceedings are necessary, the details of any action will remain confidential to the Headteacher and/or the individual's line manager. The complainant is not entitled to participate in the process or receive any detail about the proceedings.

Complaints about the Headteacher or the Governors

Where a complaint concerns the Headteacher, the complainant should first approach the Headteacher in an attempt to resolve the issue informally. If the complainant is not satisfied with this outcome, they should notify the clerk to the Governors that they wish to take a complaint forward. The Stage 3 process will then commence, and the Chair of Governors will take the process forward.

Where a complaint concerns a governor, the same process applies as for the Headteacher. Where a complaint concerns the Chair of Governors the procedure at Stage 3. We follow the RBWM procedures in this area.

The Stages of the Complaints Process

Stage 1 – Informal Complaint

Please start by telling the class teacher about your concern. This is usually the best and quickest way of resolving issues. In some cases, the class teacher may feel it more appropriate to refer you to a more senior or experienced member of staff who will try to resolve the concern informally.

- It is recommended that you make an appointment to speak to the class teacher as soon as possible as this will give both parties the opportunity to talk about the issue without being interrupted
- The purpose of this meeting should be to establish the nature of the concern and to seek a resolution to the problem
- It is good practice for the class teacher to make a brief written record of the concerns raised and any actions agreed
- They may need to carry out an investigation or talk to others before they can respond to you. You should be given a timescale for a response which will normally be five working days

Stage 2 – Formal Written Complaint (non- parental complaints are likely to go straight to this stage)

If you feel dissatisfied with the outcome of discussions with the class teacher, you should then contact the Headteacher either by arranging an appointment, or by putting your complaint in writing. Your complaint should set out clearly the concern and why you feel the issue has not been resolved through informal channels. It is also helpful if you can set out what resolution you are seeking. In responding to this complaint, we hope to:

- Establish what has happened so far, and who has been involved
- Meet or contact you if we need further information;
- Clarify what you feel would put things right if this has not been set out in your letter or included form;
- Interview those involved in the matter and those complained of, allowing them to be accompanied if they wish;
- Conduct any interviews with an open mind;
- Keep notes of any interview for the record
- The Headteacher will keep in mind ways in which the complaint can be resolved. It may be sufficient to acknowledge that the complaint is valid in whole or in part.

It may also be the case that the complaint may not have any substance and is therefore considered to be unfounded or unsubstantiated.

The Headteacher will discuss the outcome with you and should send a detailed response within a maximum of 20 school days. Where this proves to be unrealistic, you will be informed in writing and given an estimate of how long it will take to provide a detailed response.

Where you are unhappy about the decision the Headteacher has made about your complaint, this does not become a complaint about the Headteacher, or staff member concerned. However, you will be advised of your entitlement to take your original complaint to the next stage by writing to the clerk to the Governing Body as soon as possible after receiving the decision, briefly outlining the content of the complaint and requesting that a meeting with the Chair of Governors is convened.

Stage 3 – Chair of Governors

If you are not satisfied with the response of the Headteacher, or you have a concern or complaint that is specifically about the Headteacher which has not been resolved informally, then you must write to the clerk to the Governing Body as soon as possible after receiving the decision, briefly outlining the content of the complaint and requesting that a governor complaints panel is convened and marking any envelope or email “urgent, private and confidential”

- The Clerk to the Governing Body will acknowledge receipt of the letter within 5 school days. The acknowledgement will inform the complainant that the Chair of Governors will hear the complaint within 20 working days of receiving the complaint.
- For complaints specifically about the Headteacher, the Chair of Governors will arrange for the complaint to be investigated, either by him/herself or by an appropriate independent investigator.
- Once the meeting has been held, the complainant and the school will be informed of their decision within five school-working days. If it is not possible to meet these timescales, then the Chair of Governors will contact the complainant to discuss a mutually convenient date.

Stage 4 – Governor Complaints Panel

If you are not satisfied with the response of the Chair of Governors, or you have a concern or complaint that is specifically about the Chair or Headteacher which has not been resolved informally, then you must write to the clerk to the Governing Body as soon as possible after receiving the decision, briefly outlining the content of the complaint and requesting that a governor complaints panel is convened. The same procedure as above is applied.

For more details visit the Governor’s Page to view their policy on complaints.

Policy for unreasonable complainants

Our school is committed to dealing with all complaints fairly and impartially, and to providing a high-quality service to those who complain. We will not normally limit the contact complainants have with the school. However, we do not expect our staff to tolerate unacceptable behaviour and will act to protect staff from that behaviour, including that which is abusive, offensive or threatening.

The school defines unreasonable complainants as *‘those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people’s complaints’*.

Examples: A complaint may be regarded as unreasonable when the person making the complaint:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance;
- refuses to co-operate with the complaints investigation process while still wishing their complaint to be resolved;
- refuses to accept that certain issues are not within the scope of a complaint’s procedure;
- insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice;
- introduces trivial or irrelevant information which the complainant expects to be considered and commented on, or raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales;
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced;
- changes the basis of the complaint as the investigation proceeds; repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed);
- refuses to accept the findings of the investigation into that complaint where the school’s complaint procedure has been fully and properly implemented;
- seeks an unrealistic outcome;
- Makes excessive demands on school time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with.

A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or in writing or electronically (such as social media): -

- maliciously;
- aggressively;
- using threats, intimidation or violence;
- using abusive, offensive or discriminatory language;
- knowing it to be false;
- using falsified information;
- Publishing unacceptable information in a variety of media such as in social media websites and newspapers.

Complainants should limit the numbers of communications with a school while a complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text) as it could delay the outcome being reached. In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include banning an individual from school premises.

Barring from the School Premises

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Schools will therefore act to ensure they remain a safe place for pupils, staff and other members of their community. If a parent's behaviour is a cause for concern, a school can ask him/her to leave school premises. Once this process is under way the school will adhere to the guidelines set down by the RBWM.

Preventative measures

At Braywood School we work closely with parents in order to keep them informed of all aspects of school life. We have an 'open door' policy where parents are welcomed into our school. Alongside these we have:

- The Home/School Agreement
- Consultation Evenings, Curriculum Evenings, Class Meetings
- Written reports, Presentations, Family Assemblies
- School Newsletter

We have guidance on permanent display in the school's reception area to support the parents should they wish to make a complaint and our policy is in the Induction pack for any new member of staff joining our school.

At Braywood School we are committed to responding to all concerns as quickly and as sensitively as possible in order to resolve the issue promptly and before it develops into a serious complaint.

This policy has been presented to the Governing Body and is reviewed annually by the Headteacher. The full Governing body and staff will formally review this policy every three years.

Appendix A – Home- School Agreement

BRAYWOOD C. of E. FIRST SCHOOL



HOME AND SCHOOL AGREEMENT

“We aspire for all our children to become confident, secure, caring individuals who achieve personal excellence and develop a love of learning”

The School will:

- Provide a broad, balanced, creative and personalised curriculum.
- Value each child as an individual and encourage them to achieve their potential.
- Encourage the children to take care of their surroundings and others around them.
- Regularly inform parents of the children’s academic/social progress.
- Give early warnings of any problems concerning work, behaviour or relationships.
- Keep parents informed / involved in all aspects of school life.

Home will:

- * Ensure that the child attends school regularly, on time and avoid unauthorised absences. e.g. holidays in term time.
- * Inform the school promptly if the child is unwell or unable to attend for any reason.
- * Let the school know if there are any concerns or problems that might affect a child’s work or behaviour.
- * Support the school’s policies and guidelines for behaviour.
- * Support the child in reading, homework and other opportunities for home learning. Ensure that your child has all the named equipment required for all school activities e.g. PE kit.
- * Attend parent evenings and discussions about the child’s progress.
- * Get to know and where possible, participate in all aspects of school life.

The Child will:

- Adhere to the School Charter and respect the rights of others without exception.
- Complete their homework on time and practice their reading skills regularly.
- Be responsible for their belongings and help to keep their classroom tidy.
- Come to school dressed smartly in their school uniform.
- Always be polite towards adults and peers at school and to respect your parents at home.
- Ensure that you get to school on time with everything you need for the school day.

“From little acorns, mighty oak trees grow watered and nurtured by God”

All children need a positive and supportive partnership between home and school. Working together, we will achieve the very best for our children in an atmosphere of happiness, security and trust.

Signed

Signed.....

Signed

Headteacher

Parent

Child