

## Harewood Junior School – Keeping parents informed and Dealing with Concerns and Complaints

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The education of children is a partnership between parents and the school and relies on a strong trust between both parties. We therefore have a number of ways to develop this partnership and keep parents informed:

- In September, we hold Parents' Information Evenings which tell parents everything they need to know about their child's new class and what they'll be learning through the year.
- Each week on a Thursday morning between 8:40 and 8:50am we have Parent Drop-in. This is an opportunity to look at their child's work on a weekly basis to see how they are doing and to chat to the class teacher.
- Each week on a Friday, we send out a newsletter by email or if preferred, a paper copy to tell you what's been happening in school and about future events. There's yeargroup news on the back with important information on homework etc.
- Every yeargroup prepare topic overviews each term and homework leaflets to keep parents informed about what their child is learning and how parents can help.
- At Christmas parents will receive a short progress report about how their child is doing in reading, writing and maths, which will also indicate whether they are meeting the targets and achieving at the expected level for their age and what behaviours and attitudes they are displaying. We use a simple system of ticks under headings indicating the frequency of these behaviours or attitudes.
- In February, every parent will be invited to attend an in-depth meeting about their child.
- At Easter, parents will receive an updated progress report which will be in the same format as the Christmas report.
- Following the in-school and national assessment process in May and June, teachers will prepare a detailed report about each child's achievements and progress over the whole year.
- In July, we hold an annual exhibition of work for parents and carers to see what fabulous work the children have done over the whole year.
- Throughout the year, we hold parent/child lessons, reading times, library visits and family learning opportunities that parents and carers can get involved in as well as our weekly celebration assembly on Friday mornings and special class or yeargroup assemblies.

Parental views are important to us and so we have a variety of ways for parents to share information with us:

- We have weekly coffee mornings on Tuesdays between 8:45 and 10am in the school bungalow.
- We have questionnaires and surveys to canvass views.
- Each term, we hold Parent Forum meetings to gather parental views on a range of whole school issues.
- We have drop-in each week and the various parent/teacher meetings.
- Through out the year, parents of pupils with SEN will have in-depth meetings called Structured Conversations with their child's class teacher and the Assistant Headteacher for Inclusion, which are the parents' chance to tell us about their child, review progress, set new targets and agree the action we will all take.
- Parents of children with other needs will be invited to regular meetings with school staff and other agencies involved with the family to share information, review progress and update action plans. Some parents meet with me on a weekly, fortnightly or monthly basis.
- All parents are very welcome to contact their child's class teacher to discuss their child's progress or any concern/problem at any point in the year. Teachers may not be able to speak to the parent there and then but will make a mutually convenient appointment. If parents need extra help, they can talk to yeargroup leaders, Mrs Hearfield (Learning Support Mentor) or the Assistant Headteacher for Inclusion. In this way, the right person should be able to help.

Dealing with specific concerns or complaints:

- Occasionally, your child's class teacher, yeargroup leader, my Learning Support Mentor or Assistant Headteacher for Inclusion will not have been able to completely address your concern and at that point, we ask parents to make an appointment to see me. I will listen to your concerns and consider everything we have done so far before agreeing some next steps. We will agree when to review progress on these actions and in this way, your concern should be resolved over a mutually agreed time.
- I will always act in the best interests of the individual, unless by doing so it would be against national or local best practice or the policies and procedures of the school. Nor would I take any steps that would be detrimental to the education of other children.
- If parents are not satisfied with the outcome they can make a formal complaint in writing to me, which will be discussed with the Governors' Strategy Group, and a formal response will be made.
- Once this process has been exhausted, parents can request that a panel of governors hears their complaint. The panel considers the complaint and what the school has done to resolve it. They then determine whether the school has followed this policy document and done everything that is reasonable to address the parents' concern or complaint.

- While we understand that your first concern is your own child, it is expected that parents behave courteously towards me, the staff, the children and other parents and carers at all times. It is unacceptable to shout, swear, or engage in threatening or intimidatory behaviour. If this happens, the conversation will be terminated and, if you are here in person, you will be asked to leave the school site. If necessary, the police will be called.
- In the event of unacceptable behaviour by parents, carers or their representatives, the governors can formally request that the behaviour stops and that contact with the school must only be by prior arrangement. Should the behaviour be extreme or persistent in nature, then the governors can take the decision not to allow the parents, carers or their representatives onto the school site.
- If parents or carers persist in making multiple complaints over a period of time that in the Headteacher's view are repeated complaints of concerns already investigated and dealt with, or they are unsubstantiated, vexatious or malicious in intent, then, following discussion with the governors' Strategy Group, the Chair of Governors will inform the parents or carers in writing that their complaints will no longer be dealt with; formally request that their vexatious or malicious behaviour stops; and dictate that contact with the school must only be that which is essential for the effective provision of education of their child.

***vexatious - causing or intending to cause annoyance, frustration or worry***

***malicious - intending to do harm***

**Simple flow chart and timeline for dealing with concerns or complaints:**

