



# Parental Engagement and Involvement Policy

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As a community we grow

Barrhead High School

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## Parental Engagement and Involvement policy

### Policy statement

Education Scotland provide the following definitions of Parental Involvement and Parental Engagement:

'The term parental involvement relates to the involvement of parents and carers in the life and work of the early learning and childcare setting or school. This can include parent representation on Parent Councils or associations, involvement in establishment self-evaluation and improvement work, and volunteering with fundraising activities or by sharing skills and knowledge to enrich the curriculum.'

'The term parental engagement most commonly refers to parental (and family) engagement in their children's learning.'

At Barrhead High we recognise that parents and families must be valued, supported and empowered to be engaged in their children's lifelong learning journey. This means improving and strengthening the ways in which we engage with parents and families and ensuring they are at the centre of decision making processes about their children's learning. We welcome parents as active participants in the life of the school and encourage parents to express their views and ensure their views will be listened to.

"parent" includes carer or any person who has parental responsibilities for the child.

### Background and legislation

Scottish Schools (Parental Involvement) Act 2006 places duties on schools to help parents to be involved with their children's education and learning and encourages parents and carers to express their views on education.

Education Scotland's 'Review of Family Learning Supporting Excellence and Equity' (Dec 2016) highlights that family learning programmes support parents to increase their individual skills, knowledge and confidence. This in turn helps parents support their child's development as well as their own personal opportunities for learning, training and employment. It also states that embedding family learning across education, health and socio-economic policies is crucial to closing the poverty-related attainment gap.

#### Article 12:

**You have the right to give your opinion.**





Whilst, The National Improvement Framework and Improvement Plan (2018) builds upon parents' involvement in the life of their children's schools and encourages parental engagement where parents are truly involved in their children's learning.

### Key principles

Our approach to strengthen parental involvement and representation in the life of schools is based on the following key principles:

- Improve attainment and achievement by recognising parents and carers as the primary educators of their children.
- Provide the right support to enable them to engage with their children's learning journeys.
- Remove barriers which limit the involvement and engagement of specific groups of parents.
- Recognise the parent forum who have a statutory right to be involved in school decision making.
- Be flexible and use creative approaches to engage and involve parents and carers.

### To achieve these aims we will:

- Improve professionals' understanding and skills in parental involvement, parental engagement and family learning via CLPL sessions.
- Ensure that there is a wide range of creative, meaningful and successful approaches to engage with parents.
- Support parents to engage in effective dialogue regarding their children's learning and progress and have opportunities to access practitioners around how their child can be best supported.
- Provide family learning opportunities which meet their needs, reflect their circumstances and include shared approaches and tools to support continued learning at home, removing additional barriers to these where they exist.
- Provide resources that they need to assist them in engaging with their children's learning including home learning and study skills resources.

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## Monitoring and Quality Assurance

Promoting parental engagement and involvement is the responsibility of all and will be reviewed regularly. A Policy Review will take place within a three year cycle, the staff and Parental partnership will lead the process with the HT and Parental Engagement coordinator. Quality assurance procedures are in place to ensure the school meets its duty to support parents and carers to be involved with their children's learning.

All new policies will continue to be impact assessed and any priorities identified through the impact assessments addressed through the school improvement plan.

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