



LITTLE FLOWER ENGLISH SCHOOL DUBAI

POLICY ON PARENTAL INVOLVEMENT AND ENGAGEMENT

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. L MANI
Role	PRIMARY SUPERVISOR
Date of review	19-03-2024
Date of next review	19-03-2025
Signature	

A Policy on Parental Involvement And Engagement

At Little Flower English School, we believe that children benefit most from education and care when parents and schools work together in partnership.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also include foster parents.

Aims of the policy

1. To enhance and widen our children's education through the involvement of parents and the community when possible.
2. Foster and promote a two way partnership based on mutual respect between parents, children and all those working within our school.
3. Ensure that Little Flower English School provides a culturally appropriate environment that values parents and is sensitive to family needs.
4. Recognise that parents are the most important influence in a child's life and that school is most effective when there is partnership between parents, children and school.
5. We seek to provide helpful communication with parents about how their child is doing.

Parental Involvement in school and the children's learning

- We are committed to ongoing dialogue to improve our knowledge of the needs of children and to support families.
- Principal, supervisors and teachers are around in the morning and after school to see parents. Parents can make an appointment to see the Principal, Supervisors or teachers.
- Coffee Mornings with parents are held on regular basis and parents are involved in decision making.
- We encourage and support parents to play an active part in the governance and management of the school. We have parent council who represent the views of the parents.
- We encourage parents to play an active part in their child's education and co curricular activities.
- We welcome parents into school to help with trips, reading, spelling or sharing their skills in the classroom.
- Through regular circulars, notes in the diary ,newsletters , social networking sites and other mailings we keep parents informed.
- The parents can phone school or communicate through their child's diary.

- We inform parents on a regular basis about their child's progress. We have six Open Houses and will meet parents outside of these times if necessary.
- We organize competitions for parents and encourage them to participate.
- We seek the parents' views through regular meetings, surveys etc and strive to make things better for the children.
- We hold parent orientation programmes and awareness campaigns,.
- We ensure all parents have access to their child's written records.
- Report on each child's academic and personal development is made available at regular intervals.

Consultation

The school will make every effort to consult parents, both formally and informally, about their views on school life, children's learning and new initiatives.

Parents of a child with a disability are asked to keep the school fully informed about any relevant issues, so that the school can make all reasonable efforts to meet the requirements of that child.

The school values regular feedback, and will make every effort to act on parents' views, wherever possible.

Teachers (including the Supervisors) can be approached informally before and after school, and will always take careful account of any information forwarded to them.

Periodically the school will seek parental views more formally, through an annual survey, or a questionnaire on a particular theme.

This policy will be reviewed regularly.

By working in close partnership with Parents we nurture the development of trust, respect, confidence, independence, self esteem and the desire to learn. We provide quality learning experiences with the expectation that all will have the opportunity to achieve their full potential.