

Community and Parental Engagement Policy

Policy Reviewed – March 2026

Date of Next Review – March 2027

1. Purpose and Philosophy

The school recognises that students achieve best when families and educators work together in a climate of mutual respect and shared responsibility. Parental engagement is therefore embedded in daily practice rather than limited to reporting cycles or events.

Our approach focuses on:

- building relationships before addressing concerns
- ensuring parents understand learning processes
- involving parents in improvement discussions
- supporting students consistently between home and school

The school maintains structured systems so that every parent remains connected, informed and confident in supporting their child's development.

2. Objectives

This policy aims to:

- Establish strong home–school relationships
- Ensure parents understand their child's academic progress and wellbeing
- Provide parents with tools to support learning at home
- Identify concerns early through collaboration
- Include parent voice in school development
- Promote student responsibility and accountability
- Strengthen belonging within the school community

3. Principles of Engagement

The school follows these core engagement practices:

- communication is continuous, not event-based
- positive contact occurs before corrective contact
- leadership is accessible to parents
- feedback leads to action
- parents are partners, not observers
- concerns are addressed early and constructively
- all families are welcomed and included

4. Structured Engagement Framework

The school operates a tiered engagement structure ensuring every parent receives support at universal, targeted and personalised levels.

4.1 Sunshine Calls – Positive Communication Teachers regularly contact parents to share positive observations regarding effort, behaviour, attitude or improvement.

Purpose

- establish trust between school and family
- reinforce positive student behaviour
- reduce anxiety associated with school communication
- encourage motivation and confidence in students

Parents therefore experience communication as supportive rather than corrective.

4.2 Supervisor Connect Programme – Continuous Monitoring Each class has a designated supervisor who acts as the first point of contact for families.

Supervisor responsibilities

- monitor attendance and punctuality
- check student adjustment and wellbeing
- maintain regular parent communication
- identify early concerns
- coordinate support with teachers and leadership

This ensures no student becomes unnoticed and every parent has a known contact person.

4.3 Together Towards Progress Programme – Collaborative Support This programme brings together teachers, supervisors and parents to monitor improvement.

Includes

- Sunshine Calls
- regular progress communication
- parent guidance discussions
- improvement planning meetings
- follow-up monitoring

Parents and teachers agree on strategies and review progress together. The focus is improvement and partnership rather than judgement.

4.4 Leadership Accessibility

- To maintain transparency and trust, leadership remains directly accessible. Coffee Mornings with the Principal Parents discuss ideas, share suggestions and understand school priorities in an informal setting.
- Discussion outcomes may inform future planning.
- Weekly Parent Interaction Schedule Dedicated weekly timings allow parents to meet the Principal without formal appointment procedures.

This ensures timely resolution of concerns and strengthens relationships.

5. Academic Partnership

Parents are guided to understand how learning happens and how they can support it.

The school provides:

- parent-teacher meetings
- student-led conferences
- progress reports with next steps
- subject selection guidance
- exam readiness sessions
- learning support meetings

Parents use guidance provided to support learning at home and monitor agreed targets.

Use of Assessment Information with Parents

Parents are supported in understanding assessment outcomes, attainment benchmarks and next learning steps. Teachers explain how progress is measured and how home support can improve learning outcomes. Where progress concerns arise, parents participate in review meetings and follow-up monitoring.

6. Wellbeing and Safeguarding Collaboration

The school maintains close cooperation with families to support student safety and emotional wellbeing.

Parents are informed about:

- behaviour expectations
- attendance responsibilities
- digital safety
- emotional wellbeing support

Concerns are discussed early and guidance is provided to support the student. Confidentiality is maintained at all times.

7. Community Participation

The school encourages parents to actively participate in school life through events, initiatives and activities that promote involvement in school activities and events. Community participation supports students' social development and strengthens relationships between families and the school.

8. Attendance Partnership

Regular attendance is essential for academic progress, wellbeing and social development. The school and parents share responsibility in ensuring students attend school consistently and punctually.

School Responsibilities

The school monitors attendance daily and communicates concerns at an early stage through the Supervisor Connect Programme.

The school:

- records and tracks attendance patterns
- informs parents immediately of unexplained absence
- contacts parents through supervisor communication
- provides guidance when attendance declines
- arranges meetings for repeated absence
- provides attendance guidance and follow-up monitoring
- recognises and encourages good attendance

Parent Responsibilities

Parents are expected to:

- ensure their child attends school regularly and arrives on time
- inform the school promptly about absence
- provide required documentation when needed
- avoid unnecessary leave during term time
- cooperate with support plans when attendance concerns arise

Early Intervention Process

Attendance concerns are addressed progressively:

- Supervisor contact and discussion
- Parent meeting and support guidance
- Leadership review and monitoring
- Individual attendance support plan (if required)

The purpose is supportive intervention rather than punitive action.

Promoting Positive Attendance

The school encourages strong attendance habits through:

- positive communication with families
- recognition of consistent attendance
- awareness sessions with parents
- monitoring through the Together Towards Progress programme

Maintaining regular attendance is treated as a shared commitment between home and school.

9. Parent Voice and School Improvement

Parents contribute to school development through structured consultation and shared review.

This includes:

- parent surveys and feedback analysis
- focus group discussions
- parent representatives
- consultation meetings before key changes
- review of wellbeing and behaviour systems

Actions taken based on feedback are communicated to parents.

The school ensures parents see the impact of their suggestions.

10. Health and Safety Partnership

The school works closely with parents to maintain a safe and healthy environment for all students. Safety is treated as a shared responsibility between the school and families.

School Responsibilities

The school:

- informs parents about health and safety procedures
- communicates emergency protocols and updates
- provides supervision during school hours and activities
- conducts awareness sessions on student safety
- maintains first aid and medical response procedures
- informs parents immediately in case of illness or injury

Parent Responsibilities

Parents are expected to:

- share accurate medical information about their child
 - update emergency contact details
 - follow health guidelines issued by the school
 - avoid sending unwell children to school
 - cooperate during safety investigations when required
- Regular communication ensures preventive action rather than reactive response.

Parents receive safety awareness guidance including transport safety and emergency preparedness.

11. Student Counselling and Emotional Wellbeing

The school supports students' emotional, behavioural and social development through collaborative partnership with families.

School Support Students may receive guidance for:

- emotional wellbeing
- adjustment difficulties
- peer relationships
- behavioural concerns
- academic stress

Parents are informed and involved when individual counselling support may be recommended. Confidentiality and sensitivity are maintained at all times.

Parent Partnership Parents work with the school to:

- understand student needs
- implement agreed strategies at home
- attend counselling meetings when needed
- monitor improvement collaboratively

The focus remains on supporting the student rather than labelling behaviour.

12. Career Guidance and Future Planning

The school partners with parents to guide students in making informed academic and career decisions.

School Role

The school provides:

- subject selection guidance
- career awareness sessions
- higher education information
- individual guidance meetings
- transition support between phases

Parent Role

Parents participate in:

- guidance meetings
- decision discussions
- monitoring student interests and strengths
- supporting realistic and informed choices

Decisions are made collaboratively so students feel confident and supported in planning their future.

13. Inclusion Partnership (Students of Determination)

The school works closely with parents to support students requiring additional learning or wellbeing support.

Parents are involved in:

- support planning meetings
- reviewing progress targets
- implementing strategies at home
- transition planning between phases

Individual learning support plans are reviewed jointly with parents at scheduled intervals.

14. National Identity and Community Values

Parents are encouraged to participate in activities that promote UAE culture, values and social responsibility.

Families support national events, community initiatives and service activities which strengthen students' sense of belonging and respect for society.

15. Addressing Concerns

The school promotes respectful and prompt resolution of concerns.

Pathway:

Teacher → Supervisor → Section Leader → Senior Leadership

Acknowledgement: within 2 working days

Resolution target: within 5 working days where possible

Parents may escalate concerns if resolution is unsatisfactory. The school maintains a fair and transparent process.

16. Accessibility of Communication

The school ensures communication is accessible to all families through:

- multiple communication platforms
- flexible meeting timings
- support for working parents
- assistance where language clarification is needed

17. Monitoring and Evaluation

The school evaluates engagement effectiveness using:

- parent participation data
- student attainment and progress trends
- attendance patterns
- behaviour records
- wellbeing indicators
- parent satisfaction measures

Findings directly inform the School Improvement Plan.

18. Review

This policy is reviewed annually by school leadership in consultation with parents and aligned with school improvement priorities.

Regards,



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LEAMS