

Introduction

Effective communication between teachers and parents is crucial to the smooth running of the school. AAESS is a large, well-organised and busy school. At any one time there are always many things going on and keeping parents fully informed is essential, so that they can participate as appropriate and also support and ensure their children's involvement in the full life of the school.

Effective communication is however, a two-way process and it is also vital that the school listens to the messages and views of parents and that they receive feedback in some form.

AAESS prides itself on a high standard of customer service and it is expected that all parents will be treated with respect at all times. It is expected that the school will give a prompt reply to any enquiries from parents. Where possible, this should be the same day, or at the very latest the next working day. If a full response will need time to formulate or investigate, a quick "holding" email or telephone call should be made to parents giving a date for a full response.

Routine Day-to-Day Two-Way Communication between School and Parents

School Communication Book/Student Planner – this should be brought to school and taken home every day by the student.

Parents and teachers are both able to write notes in the Communication Book/Student Planner. The Communication Book/Student Planner should be signed each day by both a parent and a teacher to ensure notes and messages are read.

Email – email communication between parents and teachers is encouraged as a fast and efficient means of communication.

Telephone Calls – some issues are best dealt with via a quick telephone call when a dialogue is required rather than through a prolonged exchange of emails. In some situations a formal time for a telephone call will be made. Where appropriate a written record should be completed and then stored in the student file or class file.

Formal Individual Meetings with Parents – these meetings are by appointment and can be at the request of either a parent or a member of staff. A written record must be completed and then stored in the student file or class file.

Routine Reporting of Academic Information, Events and Activities

School Website – updates are done daily regarding events, homework, and other activities.

Parent-Teacher Consultations – the school will hosts parent-teacher consultation evenings 3 times per year for each child.

Letters to Parents – if an issue or event is specific to a particular group of parents and/or a response is required, written letters are sent home to parents via the students.

Sources of Information for Parents

School Web Site – www.aaess.com the school website has an enormous amount of information about the school. It is primarily written for prospective parents and prospective teachers. However, existing parents use it to:

- Download curriculum information, parent handbooks, term dates
- To access student's homework

Communication over School Issues and Developments

Parent Forums/Coffee Mornings – these are open invitation events organised once per term by each campus. They generally have a presentation on a focus topic followed by a discussion which can include the gathering of parental opinion.

Questionnaire – the school uses formal questionnaires to seek opinion from parents.

Opportunities for Parents to Raise Issues with the School

Formal Individual Meetings with Parents – parents can request an appointment to meet with a specific member of staff. A written record must be completed for all of these meetings and then stored in the student file.

Parent Forums/Coffee Mornings – these include an „open forum“ session where parents can raise issues of concern.

Complaints Procedure – the school has a published formal complaints policy which is available for parents to access and use.

Parent Teacher Groups – The purpose of PTGs is to help build a strong school community through the organisation of various events and to assist the school in the raising and dispensing of additional funds. The PTGs are not constituted as a formal means of communication between the school and its parent body. However, the PTG Executive Committees are often used informally by Heads of Campus to sound out opinion.

Parent Complaints

At AAESS recognise that Parents/carers and school must work in partnership, and that in all matters, any action taken must have each pupil's interest and well-being as the priority. AAESS prides itself on the quality of teaching and pastoral care provided to its pupils. The school will give careful consideration to all concerns and complaints and deal with them fairly and honestly. We will provide sufficient opportunity for any complaint to be fully discussed, and aim to resolve it through open dialogue and mutual understanding.

Aims

At AAESS we aim to;

- encourage the resolution of problems by informal means wherever possible
- be easily accessible and publicised
- be simple to use and understand
- be impartial
- be non-adversarial
- allow swift handling with established time-limits for action and keeping people informed of the progress
- ensure a full and fair investigation by an independent person where necessary
- respect people's desire for confidentiality, wherever possible (some information sharing may be necessary to carry out a thorough investigation)
- address all points at issue and provide an effective response and appropriate redress,

where necessary

- provide information to the school's senior leadership team, so that services can be improved.

Please note: This policy does not apply to issues concerning Child Protection which are addressed by separate procedures. Please refer to AAESS' Safeguarding and Child Protection Policy

If the complaint is in regard to staff discipline, then a member of the SLT will decide if it is more appropriate for the matter to be dealt with by following the Staff Discipline Policy rather than the complaints procedure. Parents will be notified if this is the case, however AAESS will not be at liberty to inform the complainant of the final outcome of a staff disciplinary investigation.

Complaints

Stage 1: Informal Resolution:

The school considers any concerns very seriously and most problems can be resolved at this stage.

- If parents have a complaint, they should contact their son/daughter's class/form teacher. In many cases, the matter will be resolved straight away by this means to the parent's satisfaction. If the class/form teacher cannot resolve the matter alone, it is necessary for him/her to consult the teacher's line manager. The complaint should be dealt with, in turn, by the appropriate member(s) of the relevant Key Stage leadership team. Ultimately, this may lead to an Assistant Principal or the Head of Primary or Principal being directly involved in dealing with the complaint. Note. It is not the intention of this procedure to add undue delay but to ensure that a thorough attempt is made to resolve the complaint at this informal stage.
- Note. If an informal complaint is made directly to the Principal, a member of the Senior Leadership Team or any of the teacher's line managers, it will usually be referred to the relevant teacher unless the 'line manager' concerned deems it appropriate to deal with the matter personally. In this event the 'line manager' will attempt to resolve the matter in five working days or as soon as is practicable.
- Should a matter not be resolved within five working days, or in the event that the relevant teacher and the parents fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with Stage 2 of this procedure.

Stage 2: Formal Complaints Procedure

If a parent feels that a concern has not been addressed through informal discussion, they may wish to have the matter formally investigated; this process begins with the completion of a complaints form, which can be found at the end of this policy. The complaint must be made in writing. If parents would like help completing the form, the school will provide the assistance of someone unconnected with the complaint.

The complaint form should be returned to the school office, marked Confidential, for the attention of either the Principal or The Board as appropriate (see below). The Principal/Board will acknowledge in writing, receipt of the complaint form within three working days after receiving it, and will enclose a copy of the school's complaints procedure with the acknowledgement.

R1. Concerns/complaints under the Principal's responsibility:

- the day-to-day running of the school
- the interpretation of school policies
- the actions or inactions of staff at the school

R2. Concerns/complaints under The Board's responsibility:

- the actions or inactions of the Board
- the actions or inactions of the Principal

Note: If the complaint is a staff disciplinary or capability issue, then the matter will be dealt with by following the appropriate procedure rather than the complaints procedure. Parents will be notified if this is the case with a complaint, but AAESS will not be able to tell parents the final outcome of a staff disciplinary or capability investigation.

The Role of ADEK

AAESS respects the right of the complainant to choose to bring an issue to the attention of ADEK if he/she feels the school has acted unreasonably or not followed the correct procedures. The school will cooperate with ADEK and respond appropriately to any enquiries or action taken as a result. We ask all parents with a complaint to notify the school in the first instance to try and resolve the issue swiftly.

Monitoring and Review

The Board monitors the complaints procedure, in order to ensure that all complaints are handled properly. The Principal is responsible for ensuring that all written formal complaints received by the school are logged and how they were resolved is recorded. The Board will have the opportunity to examine this log on a termly basis make recommendation as appropriate.

Availability

A copy of this policy is available to all parents on request

The policy will be presented to the staff and SLT.

It will be reviewed and appropriately updated annually.

AAESS promotes Inclusion across all key stages therefore the features of this policy are also applicable to our Students of Determination and all those receiving Learning Support services at the School.

Date of next review: August 2024