

Education Services  
Strategy

**Parental Communication Framework**  
Supporting Parental Involvement and Engagement Strategy

**2018**

## 1 Parental Communication Framework

The following framework sets out how we intend to communicate with parents/carers as part of our Parental Involvement and Engagement Strategy 2018-21.

To achieve this:

- DGC Education Support Services will promote through school handbooks
- DGC, Education Support Services will share <http://www.dumgal.gov.uk/schools>
- Schools will make parents aware of this Communication Framework and Authority Parental Involvement and Engagement Strategy by directing parental enquiries
- Parent Councils will help to promote to the wider Parent Forum

*“Children, young people and their families should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities”. DGC Integrated Children’s Services Plan 2018*

## 2 Rationale

The purpose of the Communication Framework is to make all stakeholders aware of how we intend to share opportunities for involvement and engagement, including

- Schools /Staff /Parents /Carers /Learners and other members of the Community who support the life of the school

The key stakeholders for this communication are parents/carers, with other local and national partners who support parents/carers.

Parent Forum	includes any parent with a child at Nursery, Primary or Secondary education in a Council operated school within the Council area
School Parent Council	membership of this formally constituted body is open to any parent with a child in attendance at the school, and membership of office bearers (Chairperson, Treasurer, Secretary) is by election within the individual school.
DGPCF	membership of this formally constituted body is open to all members of School Parent Councils. This is known as the Dumfries and Galloway Parent/Carer Forum (DGPCF).
CONNECT	<i>Formally known as Scottish Parent Teacher Council, Connect is a Parent Council and Teacher Support national organisation. They provide Insurance Cover and Training Opportunities on behalf of Education Services</i>
PIN	The Parents Inclusion Network (PIN) is a group of parents and carers who all have sons and daughters with a disability - children of all ages and adults with all types of disabilities
Council Education (CYPLL) Committee	membership of this Council committee is through election by and of members of the Area Parent Forum.
National Parents Forum of Scotland	attendance at national events is open to any member of the Parent Forum. There is one elected representative and a depute from each Education Authority, both of whom are members of the Area Parent Forum, who attend meetings once a term.
SPION	Scottish Parental Involvement Officers Network is for officers from local authorities across Scotland with the responsibility for parental involvement.

### 3 How we Communicate

To communicate effectively we must:

- build trust with all stakeholders to ensure that information can be communicated effectively through our schools, Parent Councils (to the wider Parent Forum) and our support agencies and learning partners.
- make everyone aware of the need to share information to allow us to maximise the potential of working together for the benefit of children, young people, all staff and those in the community who support their school community.
- carefully manage expectations to ensure that our engagement is deliverable and effective.

To communicate effectively we will apply principles of best practice:

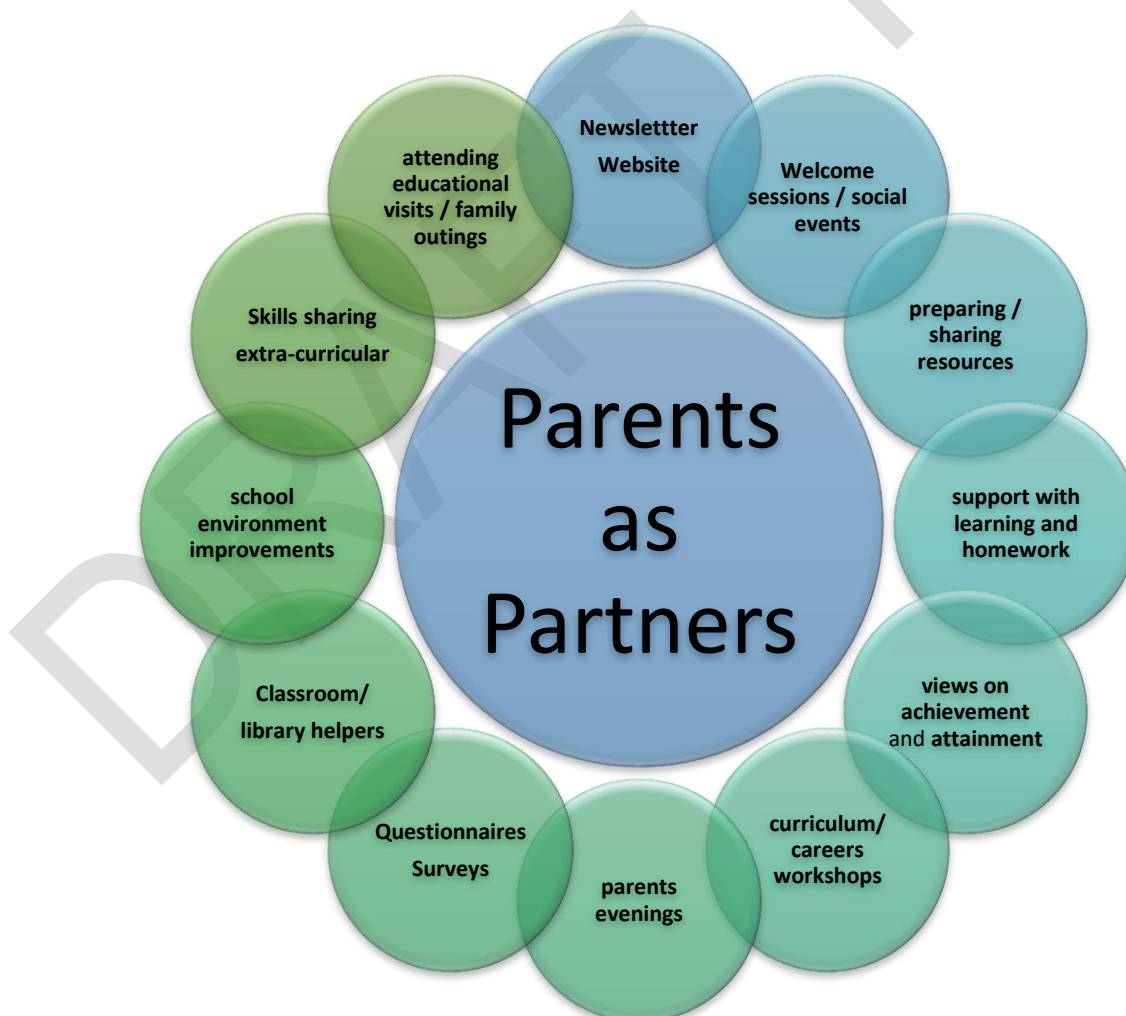
- we will work within the guidelines of the National Standards of Community Engagement and Dumfries and Galloway Council's own Centre of Excellence for Participation and Engagement framework and guidance.
- we acknowledge that successful Parental Involvement is underpinned by the following basic principles:

Principle	What do these principles mean?
<b>INTEGRITY</b>	Listen to what parents say and genuinely consider the views expressed.
<b>VISIBILITY</b>	Make sure all parents know about chances to give their views.
<b>ACCESSIBILITY</b>	Design information, methods and activities so they are attractive, and all parents can access them and join in.
<b>TRANSPARENCY</b>	Explain to parents what the involvement processes are and how their responses will be used.
<b>DISCLOSURE</b>	Be clear about what areas of the issue they can influence, how much influence they can have and what decisions have already been taken and are therefore not part of moving forward and what other alternatives there might be.
<b>FAIR INTERPRETATION</b>	Collate and interpret responses to reflect the views parents have expressed where appropriate.
<b>PUBLICATION</b>	Publish the results of consultations when parents have been involved.

- Through co-production with stakeholders, we will produce co-ordinated, consistent, accurate and timely engagement, communications and information to parents, pupils, partners and staff with regards to Parental Involvement and Engagement that allow everyone to work towards realising opportunities set out in the Scottish Schools (Parental Involvement) Act 2006.

To achieve:

- clarity on how parents/carers can be involved in their child(ren's) learning and the life of the school.
- creative opportunities for positive meaningful engagement and consultation with key stakeholder groups to inform the work of Schools and Education Services and delivery of Parental Involvement as part of the National Improvement Framework (NIF)
- engagement that supports the national vision of excellence through raising attainment and achieving equity from Early Learning and Childcare (nursery) through to the Senior Phase (last years at school) through the delivery of Curriculum for Excellence.
- an understanding on the scope of the Parent Forum, Parent Councils and other learning partners within our schools and as part of our local communities.



#### 4. Communication and Engagement Requirements for Stakeholders

Stakeholders	Communication and engagement requirements
Public	Community members should have some awareness of the work that is undertaken in their local schools and have an opportunity to be more involved.
Parents/Carers *	<p>Should be clear on:            how they can support their children in school and at home.            what training they can receive to be able to support their child(ren)            any ongoing opportunity to be informed be able to influence (where appropriate) future engagement AND            be informed and engaged on changes to the services that they currently receive or are likely to receive in the future.</p> <p>* Education Support Services, through this communications framework, will try to engage with parents who are inclusive of nine “protected characteristics”: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. And attention paid to those parents from refugee and asylum-seeking families, homeless families, minority ethnic families, traveller families, families of prisoners or parents of children with additional support needs.</p>
Pupils/Young People	Need to be informed about how parents are engaged in and support their learning in schools. Parent Councils should be encouraged to work with/use pupil groups and Pupil Councils.
Staff	Across the service staff need to be kept informed about their role and responsibilities with regards to engagement and involvement
Elected members	Elected members should be informed and consulted, in line with the member/officer protocol.
Unions	Need to be kept informed about engagement and involvement in relation to requests of staff in our schools.
Local and national businesses	Need to understand how they may support our schools and services.
Catholic Church	Kept informed about engagement and involvement
Local bodies	Dumfries and Galloway Parent/Carer Forum (DGPCF) / Parental Inclusion Network (PIN) / Parent Carer Association Youth Forum / LGBTQ+ / DGVoice / Dumfries and Galloway Advocacy Service
National bodies Including but not limited to:	Education Scotland / Parentzone Scotland / SPION / Skills Development Scotland / Association of Directors of Education in Scotland / General Teaching Council of Scotland / National Parents Forum of Scotland / Connect / Scottish Government
Learning partners including but not limited to:	Dumfries and Galloway College / University of West of Scotland / University of Glasgow / Barony College / Third Sector / business sector
Community Councils	Members should have awareness of PIE. They could be more involved if interested.
Delivery partners	Regional collaboratives – sharing of best practice across local authority areas

5. Methods – use a variety of methods within the available resources as listed below.

Method	Description
Media (print, radio and television)	Press releases, features, <i>advertorial</i>
Social media (DGC) (Facebook/Twitter/and School Blogs)	Existing Council social media channels or develop channels specific to the project. School blogs
Groupcall and Apps	Xpressions app used by some schools
Meetings	National bodies / Headteachers / Parent Councils / Parent Forum Pupil Council – new secondary pupil council forum to be established
Social Media (external platforms)	Greater use of social media – Facebook, Twitter. Use bullet points / sound bites
GLOW (Parent Council) email	Email address for all Parent Council Chairs – whole authority
Multimedia (images and films)	Accessible and easy to understand still and moving images to enable effective communications.
Newsletters (electronic)	E-newsletter to Headteachers already in circulation, Engage
Information points in schools	Parent Councils and schools have a responsibility to ensure that ALL parents are kept informed about how they can be involved in their child(ren's) learning.
User focus groups	Groups of school users, brought together and given tasks to fulfil a specific objective.
GLOW	Primary tool for communication with all teaching staff and pupils
Letter/Printed materials	School bag or traditional mail to be used for information sharing with stakeholders
CYPLL (Education) Committee	Parent representatives from DGPCF on CYPLL Committee / Annual report on PIE and seminar input
Political Group meetings	Regular meetings with political groupings by Senior Management
Website	New page for the promotion of Parental Involvement and Engagement – with supporting documents.
Dumfries and Galloway Council Gov.delivery notices Self-subscription process through DGC website	Use of this automated online system allowing anyone to receive notifications of PIE information/events to their email.



## 6. Communication and Engagement Action Plan 2018/19

This engagement action plan will also be available as a separate document, to be updated on a regular basis.

Action needed	Target Audience	When	Comments
Ensure Parental Involvement webpage is maintained	All	Ongoing	Dumfries and Galloway Council Website. Create and Maintain information in line with key milestones
Share information with schools for distribution through their School Newsletters	All (opt in communication)	Termly	Education / Support Officers to supply schools with key information as and when this becomes available. Schools can select and share information that is pertinent to their school and community
Engage Updates	Headteacher and Teaching staff	Weekly	Authority wide
Share updates with DGPCF	Parents	Ongoing	Authority wide
Encourage use of Council social media to engage and provide information.	All	Ongoing	Look to use Council Facebook and Twitter accounts to promote key milestones (linked to media comms).
Share updates with Community interest groups	All	Ongoing	Look to use existing online forums outwith the council – (parental and community interest groups) to share information to those 'seldom heard' audiences
Information points in schools	Staff, parents and pupils		Information points/panels to be identified in schools for engagement and involvement
Focus Groups/ Workshops	Staff, Parents and Pupils	As required	Link to major milestones or short-term studies or tasks.
Members Seminars	Elected Members	As required	As part of community engagement
CYPLL (Education) Committee	Elected Members	Ongoing	Annual update
Staffing Models and Conditions of Service Group meetings	Local Negotiating Committee for Teachers (Unions)	As required	Considered by Senior Management
Parent Forums	Parents	Termly	Information Evenings (one per area)
Pupil Forums	Pupils	Ongoing	Creation of Pupil Forum (on GLOW) for all partner schools if identified as a need
GLOW	Staff (Teaching)	Ongoing	Engage/Briefing notes and Headteacher forums

## Appendix 1 - National Standards of Community Engagement and Dumfries and Galloway Centre of Excellence for Participation and Engagement.

Education Services is committed to using the National Standards of Community Engagement in its approach. The 7 National Standards are:

1. **Inclusion:** We will identify and involve the people and organisations that are affected by the focus of the engagement.
2. **Support:** We will identify and overcome any barriers to participation.
3. **Planning:** There is a clear purpose for the engagement, which is based on a shared understanding of community needs and ambitions.
4. **Working Together:** We will work effectively together to achieve the aims of the engagement.
5. **Methods:** We will use methods of engagement that are fit for purpose.
6. **Communication:** We will communicate clearly and regularly with the people, organisations and communities affected by the engagement.
7. **Impact:** We will assess the impact of the engagement and use what we have learned to improve our future community engagement.

More detailed information is available from the following link: <http://www.voicescotland.org.uk/>

In addition, Dumfries and Galloway Council has established a Centre of Excellence for Participation and Engagement whose key principles have been included in this document as best practice principles. Visit <http://www.dumgal.gov.uk/article/17349/Have-your-say> for more information.

## Appendix 2 – Key Messages

Key messages to inform press releases or dealing with enquiries.

- Research evidence indicates that when parents take a supportive role in their child's education there is a positive impact on children's achievements. The Scottish Schools (Scottish Government Parental Involvement Act) 2006 strengthened the existing framework for supporting Parental Involvement and meaningful Engagement in the education of their children and the wider school community. Dumfries and Galloway Council (DGC), Education Services also recognises that partnerships with parents is central to the Education Scotland Act 2004 and 2016 (for Additional Support for Learning).
- Parental Involvement and Engagement is part of the underpinning philosophy of the DGC Integrated Children's Services Plan 2018, which the engagement with children, young people and families is a key strategic priority and we are therefore committed to giving a range of opportunities for children, young people and families to be involved in policy and service delivery at all levels.
- The definition of a "parent" is the one set out in the Education Scotland Act 1980 which states that "parent includes guardian and any person who is liable to maintain or has



parental responsibilities in relation to or has care of a child or young person. This includes ensuring that non-resident parents receive all information they are entitled to”.

- Parental Involvement and Engagement strategies will take place at ALL individual schools and by departments across the council where colleagues work with children and young people. Engagement with other services such as Community Learning and Development, NHS, Police, Third Sector and Community groups as well as pupils, all of whom should be aware of the principals of Parental Involvement.
- The Children and Young People (Scotland) Act 2014 (the Act), and the Statutory Guidance (<https://www.gov.scot/Resource/0048/00483676.pdf>) on Part 9 (corporate parenting) sets out a range of duties for corporate parents including a local authority.
- Parental Involvement and Engagement is recognised as a key element of the National Improvement Framework and its supporting legislation, the Education Scotland Act 2016 Please visit Parentzone Scotland at [https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20\(Parental%20Involvement\)%20Act](https://education.gov.scot/parentzone/getting-involved/Scottish%20Schools%20(Parental%20Involvement)%20Act)
- Parental engagement is intended to support the national vision of **excellence through raising attainment** and **achieving equity** from Early Learning and Childcare (nursery) through to the Senior Phase (last years at school) through delivery of Curriculum for Excellence.
- Partnerships are most effective when schools regard parent’s views as important, take them into account and this is fully recognised and appreciated by parents. This will happen when parents and school staff are committed to partnership working and have a clear understanding of their respective roles.
- The National Parent Forum’s [Review of Scotland’s 2006 Parental Involvement Act](#) (published May 2017) confirmed that Scotland’s Parental Involvement Act (2006) has helped to “support a step-change in the quality of parental involvement across Scotland”. Practice across Scotland has evolved considerably since Scotland’s Parental Involvement Act was brought into force in 2007.
- **Learning together – Scotland’s national action plan** on parental involvement, parental engagement, family learning and learning at home 2018-2021 sets out a vision for parental involvement and engagement for the next three years. It covers the journey that a child takes from pre-birth to age 18. It takes account of the national and international evidence base as well as policy and practice expertise across the Scottish education system. It contains 13 goals and 52 national actions. It provides a national vision, but it allows for local and community innovation and flexibility. Importantly, it highlights the leadership of those who make the difference day in and day out: parents and families, teachers, headteachers, managers, practitioners and other partners.

This plan is based on the guiding aim of Getting it Right for Every Child. It is informed by the central role of the family, whatever form that may take. The theme that lies at the heart of this plan is relationships - relationships based on trust, mutual respect and collaboration.

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