



Parental Engagement Policy

May 2025

1. Policy Statement

Parents play a vital role in enhancing their children's educational outcomes by providing essential support, resources, and a nurturing social-emotional environment. Their collaboration between the College and teachers is essential, making it important to create an open and cooperative environment for parental involvement in their child's learning and the broader school community. This policy outlines how the College actively engage parents, both as their children's primary educators at home and as integral members of the College community.

2. Aims

- Set out ADEK's expectations in relation to the Colleges' engagement with parents.
- Outline the requirement for parent-College agreement and parent handbook.
- Stipulate the requirements for parent engagement including their role in supporting their child's learning, development, and wellbeing and further opportunities for parent involvement in College life.
- Encourage schools to communicate effectively with parents, and to provide parents with opportunities to actively engage in their children's education.

Definitions

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by pupils of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a pupil with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a pupil with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Documented Learning Plan	A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and pupils (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behaviour Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.
Extracurricular Activities (ECA)	Organised activities that pupils can participate in that are usually external to the school curriculum (but may be connected to it). Activities can be scientific, athletic, cultural, intellectual, philanthropic, and/or social in nature, and include, but are not limited to sports teams, clubs, private sports

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	lessons, competitions, performances, recreational activities, field trips and overseas travel, as well as activities hosted virtually.
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for pupils with additional learning needs.
Healthy Eating	Consuming a variety of foods to ensure the intake of nutrients (carbohydrates, healthy fats, proteins, vitamins, and minerals) and fluids in appropriate proportions and quantities to support the energetic and physiological needs of the individual and maintain overall health. Healthy eating includes sustainable practices that consider the health of the planet (Cena & Calder, 2020).
Individual Assistant	Formerly known as “Shadow Teachers”, Individual Assistants are parent funded staff who provide 1:1 support for pupils with additional learning needs for any logistical, safety-related, behavioural, medical, and/or social and emotional need. In these cases, the pupil requires 1:1 support for at least 50% of their school day.
Parent	The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Decree Law No. (3) of 2016 Concerning Child Rights.
Parent Engagement	Active involvement of a parent and their collaboration with the school to support and improve their child’s learning, development, and wellbeing.
Parent involvement	Participation of a parent in school activities, to support ongoing school improvement, community relationship-building, and/or leadership decision-making.
People of Determination (PoD)	Every person suffering from a temporary or permanent, full, or partial deficiency or infirmity in their physical, sensory, mental, communicational, educational, or psychological abilities to an extent that limits their possibility of performing the ordinary requirements (Federal Law No. (29) of 2006 Concerning the Rights of People of Determination).
Governing Board	The governing body of a school, appointed by the school owners, including qualified representatives and parents. The governing board is the senior authority of the school, with responsibility for the overall governance of its activities.
School Fees	All fees charged to parents by a school.
Sustainable Meal Practices	Meal practices with low environmental impacts, including low carbon footprint, and which are accessible, affordable, and healthy, while optimizing natural and human resources (FAO, 2010).
UAE General Education Certificate(Shahadat Al Thanawiya Al-Amma)	UAE's general secondary education lasts 3 years, covering grades 10, 11 and 12. It is comprised of a common year 1 and then pursued by a specialization in Science or Arts. Upon the completion of the 12th year, pupils are required to sit the examination in order to qualify for a general education certificate.

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3. Parent – School Agreement

Guiding Principles

- 3.1 The College requires all parents to sign a parent-school agreement prior to their child's enrolment in the school and annually upon re-enrolment. This will be in the way of a Microsoft Form that will include all of the relevant detail and the requirement for the parent electronically accept.
1. The agreement will outline the obligations of each party and require parents to accept the full set of school policies.
 2. The agreement will include a code of conduct for parents when interacting with the school community, and an acknowledgment of the Pupil Code of Conduct that parents are expected to ensure their children adhere to.
- 3.2 Parent Code of Conduct: The College will work in partnership with parents to support their child's learning. In encouraging parents to model appropriate behaviour, schools shall require parents to agree to the following code of conduct at a minimum:
1. Respect the vision, mission, and value statements of the school and its learning environment.
 2. Treat members of the entire school community including pupils, staff (including security guards, cleaners, etc.), parents, in a professional and respectful manner and maintain relationships in the best interest of pupils.
 3. Acknowledge that the education and wellbeing of each child whilst in school is a joint responsibility based on a positive school-to-home relationship between the school and the parent and that they will commit to their responsibilities (e.g., ensure their children engage in home learning, get adequate sleep, consume healthy foods, engage in physical activity).
 4. Set a good example with regard to speech and behaviour and a willingness to resolve concerns in a professional manner whether verbal or written (e.g., not raising one's tone of voice or using offensive language).
 5. Refrain from posting culturally inconsiderate or defamatory content about parents, pupils, or staff of the school on social media as per the ADEK Cultural Consideration Policy.
 6. Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any disputes.
 7. Correct their own child's behaviour (or those in their care), where it could lead to conflict/unsafe conduct or limit the ability of other children to learn.
 8. Commit to and be respectful of the school's general policies and whilst on school premises and behave and dress in a manner that is respectful of UAE national identity and cultural values and its current legislation.
 9. Strive to achieve and maintain excellent daily attendance and punctuality of their child, including not taking holidays outside of official school breaks, following up on their child's academic performance, and being respectful of arrival and pick-up timings.
 10. Respect the school's policy on academic honesty and integrity (i.e., monitoring their child's schoolwork for plagiarism, refraining from providing unnecessary assistance) to ensure the work accurately reflects the child's ability. This includes refraining from providing false information to the school (i.e., submitting fraudulent documents, and making false excuses for absences).
 11. Respond to teacher requests to attend parent/teacher meetings as invited and maintain frequent positive communication to benefit their child's growth and steady progress.
 12. Cooperate with the school's recommendations for additional learning support, in instances where the school deems learning support is necessary for their child's educational progress and development.
 13. Should the above minimum requirements be disrespected or ignored, at the discretion of the school, parents may be asked to leave the school premises or be denied access.

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4. Parent Handbook

The College has developed a Parent Handbook that includes information about the College's programs, policies, and procedures. The College will make the handbook available to parents at the beginning of the academic year on the school website. The handbook shall include, at minimum:

1. College rules, policies, and procedures relating to admission, enrolment, tuition fees, uniform, daily schedule, attendance and punctuality, behaviour, academics, curriculum, assessment, communication protocols, nutrition, pupil protection and welfare, and transportation, as per the relevant ADEK policies.
2. A link to the Microsoft Form for the Parent Agreement

5. Parent Engagement

5.1 Engaging Parents in Their Child's Learning: The College promotes parent engagement in the learning and development of their children by facilitating access to information, staff, resources, and support.

Interaction and Communication with Staff: The College enables courteous, respectful, and professional parent-staff interactions and communication channels.

- a. The College grants parents' direct access to their child's teacher(s) to follow up on their child's progress. This will be arranged at a mutually beneficial time for both parties involved.
- b. The College grants parents direct access to all members of staff who are planning for or providing additional support for their child (e.g., Inclusion Assistant, Counsellor, and Social Worker).
- c. The College ensures teachers and educators contact and notify parents when necessary to discuss any pupil's academic or behavioural issues.
- d. The College emphasises that parents are to abide by the school's code of conduct for parents and interact courteously and respectfully with all staff.
- e. The College sends regular reminders of expected staff response times during the school's working hours, including an alternative contact information for emergencies.

5.2 Pupil Learning and Progress: The College engages parents in pupil learning by sharing information on the school's curriculum, their child's expected learning outcomes for the year, and strategies to engage and support their child in their learning process.

- a. The College engages parents in the planning of their child's education when their active engagement is required (e.g., placement decisions, pull-out, and push-in support decisions) and obtain consent where required.
- b. Where external specialist support is provided, the College follows up with parents who are expected to monitor the pupil's progress and periodically update a school-nominated member of staff.
- c. The College works with parents in encouraging pupils to aim to do their best in internal and external assessments. The College supports parents in developing an understanding of their child's assessment results and next steps for learning through direct communications, workshops, and/or training sessions.

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- d. The College provides support and guidance to parents who are seeking to switch curricula, ensuring that they are aware of the impact of changing curricula and the potential challenges that may arise from a break in the continuity and progression of learning.
- e. The College informs parents of UAE equivalency requirements and requires their signing of an undertaking should they choose not to seek equivalency.
- f. The College shares pupil performance reports with parents in digital format and provide opportunities for parents to meet with teachers at least once every term to discuss their child's learning.
- g. The College encourages home-based learning support to promote parent-pupil interaction in the home environment for all pupils, including pupils with additional learning needs

5.3 Engaging Parents in their Child's Wellbeing:

- a. The College promotes awareness of their wellbeing strategy and wellbeing policies to parents. All parents are given the opportunity to provide feedback on improving their child's wellbeing at the College by partaking in parental wellbeing surveys.
- b. The College will encourage parents to pack healthy and balanced meals and snacks for their child, using sustainable practices, and inform them of food restrictions and foods to avoid bringing to school, particularly during events where food is shared. The College will inform parents of any food-related concerns for their child on the same day that the concern was noticed and require them to submit information regarding their child's food allergies.
- c. The College shares their Pupil Mental Health Policy to all parents. We also ensure that College counsellors and teachers inform parents of any identified counselling needs for their child, requirements related to confidentiality and parental consent, and implications for parents who refuse to give consent. The College also shares the mental health education programs conducted in the College and offers engagement opportunities. Where external support is being provided, parents shall monitor and report progress to the counsellor who in turn shall inform the College's Mental Health Committee or Lead.
- d. The College informs parents regarding admissions processes, requests for clinical assessment reports, inability to accommodate pupils (if applicable), and provides regular progress updates on their child's learning, and engages parents in decision-making related to any modified curriculum pathways that may affect equivalency requirements. Parents are informed of additional fees for support that is not part of the College's standard inclusive provision, referrals for specialised placement, and/or requirements for Individual Assistants or a dedicated Inclusion Assistant.
- e. The College encourages parents to support their child's participation in extracurricular activities and facilitate this by sharing the ECA calendar and all other information, documents, and systems to assist them in registering. Schools shall equally encourage parents to volunteer to lead or assist ECAs.
- f. The College will engage parents in supporting their child's digital learning and monitoring digital device usage outside of school hours to ensure safety.
 - a. The College will communicate to parents their responsible digital usage policies for pupils including what is permitted/ prohibited to do on the school's premises, network, and systems.
 - b. The College will only take photographs and/or video recordings of pupils after obtaining written consent from parents.

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- g. Sustainable Practices: The College will inform parents of its sustainability strategy, policies, and initiatives, and encourage their involvement and contribution.
- h. Immunization: The College will allow access to Department of Health (DoH)-appointed health providers and facilitate their task of conducting the school-based immunization program for pupils and their parents in line with DoH guidelines.
- i. Provision of Emergency Medical Services: In the event of an emergency and absence of parental consent, the school nurse will inform parents of the requirement for intervention and take necessary measures to ensure the pupil's wellbeing.
- j. Weight Limits of School Bags: The College will inform parents, with regular reminders, to adhere to maximum weight limits for pupils' school bags.

5.4 Parent Involvement and Notification: The College will provide clear guidelines for parent involvement in school activities and ensure that they are notified of crucial information.

1. Visits to College: The College provides many opportunities for parents to visit the school and meet the Head Master, teachers, and other staff. We will conduct at least one open day event per year where parents can visit their child's learning spaces (e.g., classroom, other facilities).
2. Volunteering: The College encourages parent volunteering and will inform them of the requirements (e.g., Private Schools Staff Information System (PASS) registration/security clearance, pupil protection training. Parents will also need to adhere to the ADEK Values and Ethics Policy, ADEK Cultural Consideration Policy, ADEK Professional Code of Ethics, and Code of Conduct for Education Professionals in General Education (MoE, 2022) when carrying out their volunteering duties.
3. Participation in College Events: The College actively promote parent attendance (e.g., as spectators or volunteers) at College events (e.g., UAE's National Day celebration, graduation ceremonies, sports competitions).
4. Governance: The College will have a Governing Board that includes at least one parent representative with voting rights. Parent members are expected to represent the interests of the parent body, and not their own personal interests or the specific interests of their child/children.
 - a. Parent representatives: The College will have at least one parent representative per grade/year to serve as a liaison between the teacher(s) and parents.
 - b. Parent Council: The College has established a parent committee (LAB) to represent the parent community). Parents also have the opportunity to be involved in the School National Identity Committee.
 - c. Support to Parent Council: The College will provide support to the parent council (advisory council, social association) and actively partner with it to encourage parent involvement and engagement.
5. Fees: The College will enable parents to pay the ADEK-approved school fees in a timely and convenient manner, without charging Value Added Tax (VAT). The College will ensure parents receive information outlining their response to non-payment or late payment of school fees.
6. College Records: In relation to pupils transferring schools within or outside the UAE, the College will obtain parent consent before transferring pupil information to any third party. The College is also authorised to allow parents to access their child's school records upon request (particularly those such as medical files that cannot be removed from the clinic).
7. Pupil Protection: The College will inform parents of their duty of care in the protection of pupils. Sudden unexplained withdrawal of a pupil from the College may be reported as a maltreatment concern. The College will conduct annual related orientation sessions to ensure

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parent awareness regarding pupil protection, in particular, that all members of the College community are mandated reporters.

8. Safeguarding: The College notifies parents of all relevant requirements to safeguard pupils and the school such as the issuance of permanent access passes (Buzzin), authorisations for unaccompanied Cycle 3 pupils, arrival/departure notifications, pre-registration of guests for school events, protocols to inform the school of changes to pick-up arrangements, and other requirements.
9. Transportation: The College informs parents about its bus services and communicates parent obligations and associated information regarding drop-off and pick-up protocols and authorised persons, parking, use of non-school bus transportation (scooters, bicycles, etc.), consent required.

5.5 The College communicates with parents using a variety of Media (e.g., The Brighton Bulletin, telephone calls, SMS, e-mails, letters, internet portals, and meetings). The College will keep a record of all written communication with parents and in emergencies The College has a mass notification system in place to quickly communicate information to parents (e.g. Isams message)

Approved by

Policy to be reviewed and checked annually by the Head Master.

On behalf of the College Oliver Bromley-Hall -Headmaster

On behalf of the Board of Governors Craig Lamshed – Bloom General Manager

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Policy creation	Victoria Shillingford	May 2025

Brighton College Al Ain’s Policies and Guidelines

Brighton College Al Ain policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

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Policies reflect current best practice. At the time of writing, policies aligned with the following:

- DFES Guidance Keeping Children Safe in Education 2024
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Standards for British Schools Overseas (DfE)
- ADEK guidelines and policies
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable.

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

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