



**ARCADIA GLOBAL  
SCHOOL**

مدرسة اركاديا جلوبال

## Community and Parental Engagement Policy

**2025-2027**

Approved/reviewed by	Principal
Policy Implemented	January 2026
Date of review	August 2027

**Al Furjan**

**Dubai, United Arab Emirates**



## 1. Policy Title

Community and Parental Engagement Policy

## 2. Policy Owner

Principal (Founding Principal), supported by SLT and the **FriendsOfAGS** Parent Association.

## 3. Effective Date / Review Cycle

- **Effective:** January 2026
- **Review:** Annually (or earlier if KHDA guidance, school context, or community needs change)

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## 4. Purpose

Arcadia Global School believes that **strong, purposeful partnerships with parents and the wider community** enhance student learning, wellbeing, inclusion, and character development. This policy sets out how AGS:

1. Encourages and enables **parents to be active partners** in their child's learning and the wider life of the school.
2. Communicates clearly and consistently with families and **reports meaningfully** on student progress and attainment.
3. Builds mutually beneficial partnerships with the **local and wider community** to support students' development and enrich learning experiences.
4. Establishes shared expectations with parents through KHDA's **Parent-School Contract**, ensuring clarity of responsibilities and duties.

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## 5. Scope

This policy applies to:

- All AGS parents/carers, students, staff, volunteers, and visitors
- FriendsOfAGS and any parent/guardian representatives
- Community partners (e.g., businesses, charities, sports organisations, universities, service providers)
- Governing body/owners where relevant to community partnership and engagement

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## 6. Guiding Principles (AGS Way)

AGS engagement is built on the values of:

- **Integrity** – honest, consistent, transparent communication
- **Altruism** – service and contribution to others
- **Grit** – commitment to long-term improvement and follow-through
- **Alacrity** – responsive, proactive partnership and problem-solving
- **Optimism** – positive relationships that assume best intent and focus on solutions

AGS commits to:

- A welcoming, inclusive culture where parents feel respected and heard
- Engagement that is planned, purposeful, and improves learning outcomes (not “tokenistic”)
- Accessibility across language, culture, schedules, and family circumstances
- Child safeguarding, privacy, and professionalism in all interactions

## 7. KHDA / DSIB Alignment

KHDA inspection considers:

- **Parents' involvement** in learning and in the work of the school
- **Procedures for communicating with and reporting to parents**
- **The school's role** in the local and wider community

High-quality practice includes:

- Parents being encouraged to partner in learning (e.g., homework, classroom support, activities, governance)
- Regular consultation and surveys where parent views are valued and influence priorities
- Use of effective communication methods (including ICT) that consider home language
- Reports that share progress/attainment and targets for improvement
- Strong community links that enhance curriculum and learning opportunities

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## 8. Definitions

- **Parent/Carer:** Any legal guardian responsible for a student
- **Engagement:** Two-way partnership that improves outcomes (academic, wellbeing, character, inclusion)
- **FriendsOfAGS:** AGS's Parent Association (voluntary parent community structure)
- **Community Partner:** Any external organisation or individual collaborating with AGS to support learning, wellbeing, enrichment, or service
- **Students of Determination (SofD):** Students requiring additional provision; parents must be enabled to engage meaningfully in provision planning and progress discussions

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## 9. Roles and Responsibilities

### 9.1 Principal

- Sets culture and expectations for respectful, high-quality engagement
- Ensures systems exist for communication, reporting, consultation, and complaints
- Ensures FriendsOfAGS is supported and aligned to school priorities
- Reports engagement impact to governance/owners

### 9.2 Senior Leadership Team (SLT)

- Leads engagement strategy, calendar, and quality assurance
- Ensures consistent implementation across phases
- Ensures staff training for effective parent partnership (including difficult conversations)

### 9.3 Heads of Phase / Middle Leaders

- Drive year-group and phase-level engagement
- Monitoring participation and ensure hard-to-reach families are supported
- Use engagement feedback to improve provision

### 9.4 Class Teachers / Tutors

- Build strong home-school relationships
- Communicate learning, progress, and support strategies
- Keep accurate records of key communications and interventions

### 9.5 Inclusion Team / SENDCo

- Ensures parents of Students of Determination are supported to engage in planning, targets, and reviews
- Ensures communication is clear, respectful, and actionable

## 9.6 FriendsOfAGS (Parent Association)

FriendsOfAGS exists to:

- Strengthen community spirit and belonging
- Support school priorities through constructive collaboration
- Provide parent voice through structured channels (not ad-hoc lobbying)
- Support events, wellbeing, inclusion, charity/service initiatives (aligned to AGS values)
- They also have a Class Representative in each Classlist (The AGS Parent to Parent Communication App) to facilitate positive and constructive communication

FriendsOfAGS operates under agreed Terms of Reference (Appendix A), including:

- Code of conduct
- Safeguarding expectations
- Appropriate handling of concerns (routing through school procedures)

## 9.7 Parents/Carers

Parents commit to:

- Engage positively and respectfully with staff and other community members
- Support learning routines at home (attendance, punctuality, homework, reading, wellbeing)
- Participate in consultations and respond to key communications
- Uphold KHDA Parent–School Contract responsibilities

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## 10. Engagement Framework at AGS

### 10.1 Engagement that supports learning

AGS will provide opportunities for parents to engage in learning through:

- Curriculum information sessions (per phase/subject)
- Student-led conferences / learning showcases
- Workshops: reading, numeracy, digital safety, wellbeing, exam readiness (as relevant)
- Clear guidance to support learning at home (including “how to help” resources)
- Volunteer opportunities (where safeguarding and logistics allow)

### 10.2 Engagement in the life of the school

AGS will create inclusive opportunities for families to participate through:

- Cultural celebrations and community events
- Sports, arts, performances, exhibitions
- House events and leadership showcases
- FriendsOfAGS community-building and wellbeing initiatives

### 10.3 Consultation and parent voice

AGS will gather and act on parent voice through:

- Annual parent NPS survey + other surveys across the year
- Focus groups (including representation from diverse families)
- FriendsOfAGS structured feedback routes
- “You said / We did” communications to show impact and close the loop

## 11. Communication Standards and Channels

### 11.1 Core principles

Communication will be:

- Timely, respectful, and solution-focused
- Clear on next steps, responsibilities, and timeframes
- Appropriate to confidentiality and safeguarding
- Accessible where possible (plain language; translated summaries when required/feasible)

### 11.2 Channels

AGS may use:

- Email and official school communication platform/app (Seesaw / Teams)
- iSAMS
- Phone calls and scheduled meetings
- Newsletters and principal updates
- Classlist Parent to Parent Communication App
- Social media (community celebration only; no student-sensitive matters)

### 11.3 Response expectations (service standards)

- General queries: acknowledgement within **1 working day**, resolution/next step within **3 working days** (where feasible)
- Safeguarding concerns: immediate escalation to DSL
- Complaints: handled under AGS Complaints Policy timeframes (see Section 14)

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## 12. Reporting to Parents on Student Progress

AGS reporting will be regular, meaningful, and actionable, including:

- Attainment and progress information
- Strengths and areas for development
- Targets for improvement and how parents can support at home

Minimum reporting entitlement (school-defined; adjust to your current practice):

- Termly reporting touchpoints (reports and/or consultations)
- Parent consultation cycles
- Additional meetings where concerns arise (academic, wellbeing, behaviour, attendance)

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## 13. Community Partnerships

### 13.1 Purpose

AGS partnerships will enrich:

- Curriculum (speakers, real-world projects, competitions)
- Careers and future readiness (workplace exposure, mentoring, pathways)
- Service learning and altruism (charity partnerships, community impact)
- Enrichment (sport, arts, STEM, wellbeing initiatives)

### 13.2 Due diligence and safeguarding

All partners must:

- Align with AGS values and safeguarding expectations
- Follow visitor procedures and supervision requirements
- Never have unsupervised access to students unless formally vetted and authorised
- Comply with data privacy requirements

### 13.3 Measuring impact

For major partnerships, AGS will evaluate:

- Student participation and engagement
- Outcomes (skills, experiences, wellbeing, achievement)
- Parent/community feedback
- Sustainability and alignment to school improvement priorities

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### 14. Concerns, Complaints, and Difficult Conversations

AGS welcomes constructive feedback and aims to resolve concerns early.

Where a parent has a concern:

1. Raise with the class teacher/tutor (first point of contact)
2. Escalate to Head of Phase if unresolved
3. Escalate to SLT/Principal as appropriate
4. Formal complaints route (per AGS Complaints Policy)

All parties are expected to maintain respectful conduct. Abuse, harassment, or defamatory behaviour toward staff may result in restricted access to site and formal action under UAE regulations and school policy.

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### 15. Inclusion and Equity in Engagement

AGS will take active steps to ensure engagement is inclusive, including:

- Flexible scheduling options for meetings where possible
- Support for families new to Dubai/UK curriculum expectations
- Clear guidance and structured communication for Students of Determination support planning and progress updates
- Targeted outreach to families less engaged (without stigma), using an “invite in” approach

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### 16. Data Protection and Confidentiality

- Student information is confidential and shared only with authorised adults
- Photos/videos follow parent consent preferences
- Staff will not discuss other students/families with parents
- FriendsOfAGS representatives must follow confidentiality expectations

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### 17. Monitoring, Evaluation, and Evidence for Inspection

Arcadia Global School monitors the quality and impact of community and parental engagement through a combination of qualitative and quantitative measures. Evidence is maintained and reviewed by SLT and used to inform self-evaluation, improvement planning, and inspection readiness, in line with KHDA/DSIB expectations.

Evidence sources include:

- Parent engagement calendars and attendance records
- Parent survey outcomes and follow-up actions (“You said / We did”)
- Communication logs and response tracking
- Reporting schedules and sample reports
- FriendsOfAGS meeting minutes and impact summaries
- Community partnership agreements and evaluations
- Case studies demonstrating improved student outcomes through partnership

### Key Performance Indicators (KPIs)

To ensure sustained excellence and accountability, AGS monitors the following headline indicators:

1. **Net Promoter Score (NPS)**
  - Target: **Maintain +60 or higher**
  - Measure of parent advocacy, trust, and overall satisfaction with the school experience.
2. **Which School Advisor Parent Satisfaction Survey**
  - Target: **Maintain or improve a rating of 4.7 or higher**
  - External benchmarking against leading schools in Dubai and the wider region.
3. **AGS Google Review Rating**
  - Target: **Maintain a minimum rating of 4.3 or higher**
  - Reflects ongoing parent confidence, community perception, and transparency.

These indicators are reviewed at least termly by the Senior Leadership Team and inform:

- School improvement priorities
- Communication and engagement strategies
- Staff training and development
- FriendsOfAGS focus areas and community initiatives

Performance against these measures is reported to governance and used as evidence of **strong parental engagement, effective communication, and positive community partnership** during KHDA inspections.

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### 18. Policy Review

This policy is reviewed annually by SLT in consultation with FriendsOfAGS and will be updated based on:

- KHDA/DSIB updates and inspection feedback
  - Parent/community feedback
  - School improvement priorities
  - Inclusion and wellbeing needs
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## Appendices

### Appendix A: FriendsOfAGS Terms of Reference (summary)

- Purpose: strengthen community, support school priorities, represent parent voice constructively
- Structure: Chair/Co-Chair/Secretary/Treasurer (optional), year-group reps (optional)
- Meetings: at least termly; agenda shared in advance; actions recorded
- Code of conduct: respectful partnership; no personal grievance campaigning; confidentiality
- Safeguarding: all volunteering follows AGS protocols
- Feedback routing: concerns go through school channels; FriendsOfAGS is not a complaints forum

### Appendix B: Annual Engagement Programme (example)

- Term 1: curriculum evenings; settling-in workshops; FriendsOfAGS welcome coffee; student leadership meet & greet
- Term 2: learning showcases; wellbeing and digital safety workshop; service/charity initiative
- Term 3: transition sessions; celebration events; community partner week; end-of-year surveys

### Appendix C: Communication Charter

- What parents can expect from AGS
- What AGS expects from parents
- Response times and escalation routes
- Respectful communication statement



## AGS Communication Charter

### Our Commitment to Strong, Respectful Partnership

At Arcadia Global School (AGS), communication is a partnership built on trust, clarity, and shared responsibility. This charter sets out the standards we hold ourselves to – and the standards we ask of our community – so that every interaction supports the wellbeing, learning, and success of our students.

### What Parents Can Expect from AGS

We commit to:

- Clear, timely, and professional communication
- A welcoming, respectful approach that assumes positive intent
- Regular updates on learning, progress, events, and priorities
- Honest conversations, even when they are challenging
- Confidentiality, safeguarding, and discretion at all times
- Staff who listen, follow up, and take action
- Structured opportunities to give feedback and shape school improvement
- Transparency about decisions and next steps

### Service Standards:

- Emails acknowledged within 1 working day
- Resolution or next steps within 3 working days where possible
- Safeguarding concerns acted on immediately
- Formal complaints handled through published procedures

### What AGS Expects from Parents

To build a strong partnership, we ask parents to:

- Communicate respectfully with all staff and community members as per AGS Acceptance Offer Letter and KHDA Home-school Contract
- Raise concerns calmly and directly with the appropriate person
- Follow agreed escalation routes (teacher → phase leader → SLT)
- Support school expectations for attendance, punctuality, behaviour, and learning
- Read communications and respond when required
- Engage in consultations, workshops, and feedback opportunities
- Model the values of Integrity, Altruism, Grit, Alacrity, and Optimism

## **How We Handle Concerns and Disagreement**

We believe strong schools welcome challenge – when it is respectful, factual, and solution-focused.

We will:

- Listen carefully and seek to understand
- Investigate fairly and proportionately
- Respond with clarity and professionalism
- Communicate outcomes and next steps

We will not:

- Engage in abusive, threatening, or defamatory communication
- Discuss other children, families, or staff
- Respond to social media complaints or anonymous attacks

In these cases, communication may be restricted and formal procedures applied.

## **FriendsOfAGS – Community Voice with Purpose**

FriendsOfAGS exists to strengthen community, build belonging, and support school priorities. It is not a complaints forum. Concerns must always follow school procedures.

## **Our Shared Commitment**

We believe that when adults communicate with integrity and purpose, children thrive.

By working together with respect, courage, and optimism, we create the culture our students deserve.