



HEBRON CHRISTIAN ACADEMY

**ROLES AND RESPONSIBILITIES
FOR PARENTS POLICY**

HEBRON CHRISTIAN ACADEMY

POLICY AND PROCEDURES

INITIAL DRAFT			
BUSINESS UNIT/BOARD	Management		
POLICY TITLE	Parents: Roles and Responsibilities Policy		
POLICY OVERVIEW	Sets out the roles and responsibilities of parents towards the school and their children as learners, in terms of participation, support, home structures, attendance etc.		
DATE DRAFTED	March 2003		
DATE IMPLEMENTED	March 2003		
POLICY MANAGER	Stuart Farquhar and Lynette Farquhar		
DEVELOPED BY	Stuart Farquhar, Lynette Farquhar and Hayden Gordon		
APPROVED BY	Steering Committee		
POLICY FORMAT	Microsoft Word and Hard Copy		
POLICY VERSION	Version 1		
AUDIENCE	All Educators and staff of HCA, HOD's, Principal, WCED, Umalusi, Public Officer, Auditor, Parents and learners (Steering committee)		
REVIEW PROCESS / HISTORY			
VERSION	DATE CHANGED	CHANGED BY	DESCRIPTION OF CHANGES MADE
1	03/2003		Initial draft done in March 2003
2	10/2009	Stuart Farquhar Lynette Farquhar Educators	Updated due to changes in DOE curriculum and delivery
3	06/2012	HOD'S Virgil Viljoen Stuart Farquhar	Additional changes due to amendments to curriculum Systematic roll-out of CAP's
4	04/2014	Stuart Farquhar	Planned review Minor changes to structural layout and wording in line with Whole School Evaluation and related policies

ROLES AND RESPONSIBILITIES OF PARENTS TOWARDS THE SCHOOL AND THEIR CHILD/CHILDREN (ENROLLED LEARNER/S)

Guidelines

1. Definitions

In this document, unless the context indicates otherwise, 'parent' means

- (a) The parent or guardian of a learner
- (b) The person legally entitled to custody of a learner, or
- (c) The person who undertakes to fulfil the obligations of a person referred to in (a) and (b) above, towards the learner's education at school.

2. Introduction

Learning takes place best when there is shared effort, interest and motivation by parent, learner and school staff and a mutual recognition of the roles and responsibilities of the school towards the child and parent and vice versa.

The school staff can carry out their teaching responsibilities successfully only if they receive the support of the parents. There should be a commitment to the success of the child in school and an undertaking both from the parents and the school to work together to promote learner achievement.

The parent's relationship with the school starts on the day that the parent decides to enrol the child at the school and thereby entrusts the child to the professional care of the school (staff) while she/he is at the school.

This relationship is defined by a set of rights and responsibilities between the household and the school which underpins the a) Code of Conduct, b) Contract of Tuition, c) Whole School Evaluation and d) Policies and Procedures.

3. Purpose of the document

Parents have certain roles and responsibilities towards the school where their child/children is/are enrolled and towards their child/children as learners. This guideline document can be used as a management tool to guide the Senior Administrator and Principal in informing parents of the roles and responsibilities as it contains information and suggestions which could be incorporated into the school brochure, newsletter or handbook for parents.

4. Legal framework

The roles and responsibilities of parents in relation to their child/children's education and the school are set out in the following legal policies;

- The Constitution of the Republic of South Africa, 1996 (Act 108/1996)
- National Education Policy, 1996 (Act 27/1996)

- The South African Schools Act, 1996 (Act 27/1996)
- Western Cape Provincial School Education Act, 1997 (Act 12/97)

This legislation, including paragraphs 6.1 and 7.1 in the Constitution of the school, advances and protects the fundamental rights of every person, including parents, educators and learners in both the private and the public education system, educational institutions and education departments.

5. Rights and obligations of parents

- 5.1 Parents must be kept informed about all school policies. This can be done at parent meetings, displayed on the school's website or viewed at the school office.
- 5.2 Parents must ensure that they have access to information regarding their rights and obligations in terms of the South African Schools Act of 1996.
- 5.3 Parents/guardians must be informed specifically about their rights and responsibilities with regard to the governance of the school, including any decision of a parent meeting relating to general school policies, such as the learner code of conduct, the language policy, the disciplinary process policy, the admission policy etc.
- 5.4 Parents have an obligation to be interested in and support their children in their schooling.
- 5.5 Parents are to treat all information about the school in the strictest confidence and not provide any written document or information to any other school, learning institution or business associate or friend without the prior knowledge and approval of the Senior Administrator

6. Learner enrolment and attendance

- 6.1 The South African Schools Act makes school attendance compulsory for all children from the ages of 7 to 15 or until the completion of the ninth grade (Grade 9).
- 6.2 Any parent who, after a written notice from the Head of Education (WCED) East Metropole, the Senior Administrator or the Principal of the school, fails to comply with the above-mentioned requirement is guilty of an offence and liable on conviction to a fine and/or imprisonment.
- 6.3 Parents must be informed timeously of the officially determined time frames for enrolment to ensure that their child/children is/are successfully enrolled at this or any other suitable school of their choice.

7. Financial obligations of parents

- 7.1 Parents are expected to attend the general meetings (Steering Committee) as appointed representatives and Parent/Teacher meetings to discuss the budget prepared by the Financial Manager
- 7.2 At the 1st (First) meeting of each year, a resolution must provide for the amount (increase) of the fees to be charged and equitable criteria and procedures for the total, partial or conditional exemption from the payment of school fees, for parents who have difficulty in paying.

- 7.3 All parents will be expected to abide by all resolutions adopted at these meetings.
- 7.4 A parent is liable to pay the school fees as charged or as determined by the extent to which he or she has been exempted from payment of full school fees levied from year to year.
- 7.5 A parent may appeal to the Senior Administrator against a decision of the Steering Committee (Governing Body) regarding a request for his or her partial or total exemption from the payment of school fees.
- 7.6 Parents accept that any motivation for a reduction in school fees may only be considered under extraordinary conditions (reasons) and that the decision of the Senior Administrator will be binding on the parent/s without any (further) right of appeal

8. The role of the parent with regard to school policies

- 8.1 The Steering Committee (governing body), which includes all Hebron staff, elected learners, trustees and parents as members, will constitute the structure that governs the school.
- 8.2 Where a parent is not elected to serve on the steering committee (governing body) or its various sub-committees, he or she still has the right to be involved in the affairs of the school, by attending parent meetings that involve the development of school policies and decisions about the operational and procedural activities of the school
- 8.3 The policy development process must include input from parents on the steering committee to accommodate the diverse needs of families.
- 8.4 The Steering committee (governing body), must decide on particular policies for governance of the school, i.e. the language of instruction, the religion policy, the school admission policy, etc.
- 8.5 Parents may request to be provided with school-related information and school policies regarding admissions, language, school fees, excursions, etc.
- 8.6 Parents must acquaint themselves with school policies, which may be requested from the Senior Administrator in electronic form or to view the original documents in the school office
- 8.7 The school steering committee (Governing Body) is legally bound to provide a comprehensive report to parents of learners at the school once per year and to keep parents informed about issues affecting them, including school policies that will direct the procedures and processes in the school.

9. General responsibilities as parents of enrolled learners

9.1 To support the learning process

- Communicate regularly (daily) with their child/children about class and subject activities.
- Make time to listen to their child/children's views, concerns and opinions.
- Ensure that their child/children are well prepared for school, i.e. well rested, fed, clothed (in school uniform), healthy and clean.

- Ensure familiarity with the curriculum content, its demands and challenges, assessment and progression requirements.
- Show a keen and consistent interest in their child's/children's schooling.
- Raise concerns at the school about child's/children's progress.
- Guide and assist with child's/children's instructional tasks.
- Attend all progress meetings, interventions and interviews as requested.

9.2 **To encourage and support home work (assignments and research)**

- Know the school's policy on home work.
- Encourage a positive attitude towards school and homework assignments.
- Create a healthy environment conducive for doing homework.
- Assist child/children to establish a homework routine: e.g. specific time, duration etc.
- Encourage efficiency of time usage.
- Monitor and minimise distractions (television, video games, and computer play).
- Oversee homework assignments to check for understanding or arrange for somebody else to do so.
- Check to ensure that homework is completed as per instructions and guidelines.
- Sign off all homework and research assignments.

9.3 **To ensure and monitor child's/children's attendance**

- Ensure that child/children attend school every day for the full duration of the school day. Good attendance includes being present for the school day and being on time for every period.
- Inquire about the school day activities and compare to daily roster.
- Work as a partner with the school to solve problems that may arise.
- Respond immediately to any telephone call about your child/children's tardiness and absenteeism.
- Send a letter to explain child/children's late-coming or absence from school.
- Ensure that all requests for early school leaving are in writing and are submitted to the school by 8:00am on that particular day. Include a telephone number for verification purposes.

9.4 **To ensure the safety and well-being of child/children**

- The importance of health, nutrition and safety cannot be over-emphasised as there is a direct relationship between the well-being of learners and successful academic achievement.
- Ensure that your children are safe (before and after school).
- Inform teachers of chronic or other health problems of your child/children and their treatment in case of emergencies
- Inform the school in writing of any prescribed medication that must be administered to your child/children.
- Medication administration requires a written prescription and written parental consent that it must be given according to parents' instructions (refer to the First Aid policy for guidelines).
- Keep teachers informed of any factors that could influence child/children's learning (emotional, social, physical and mental), together with reports, where available.

9.5 **To attend all planned school meetings**

- School parent meetings provide opportunities for households to participate in the instructional process, decision-making and school policies and procedures.
- Attend meetings arranged by the school during the term to share school curriculum matters, discuss

learner progress and examine your child's/children's work.

- Comply with requests from the school for interventions where there are concerns about your child/children's progress or behaviour.

9.6 To support the school's code of conduct

- All parents (of enrolled learners) must familiarise themselves with the school's code of conduct applicable to learners.
- All parents may, through the school steering and sub-committees, be part of the process of reviewing the code of conduct, taking ownership of it and supporting their children in adhering to it.

9.7 To be acquainted with the learners' Disciplinary procedures

- Be familiar with the content of the learners' disciplinary procedures and accompanying sanctions.
- Support the school in dealing with habitual transgressors.
- If a child's misconduct becomes habitual, and/or a hindrance to the educators' ability to fulfil their teaching responsibilities to the rest of the class, and/or begins to affect other children, the parents will be asked to intervene or remove the child.

9.8 To support effective parent/school relationship (communication)

- Communication is the foundation of effective partnerships between parents and the school.
- Parents and schools must communicate clear and comprehensive information important to learner achievement and progression.
- Information can be shared by means of newsletters, school homework books, telephone calls, letters, e-mail, SMSWEB, School Website etc.
- It is important to respond to any communication from the school as requested and within the given time frame.
- Communications must be signed where requested to do so
- Parents must restrict their communication with educators and staff to normal working hours i.e. between 07H30 and 14H45 (13H30 on Friday's) and not to show up unannounced during school and teaching time and demand to be seen

9.9 To support the Steering Committee, principal, educators and staff

- Be available to serve on the Steering Committee and the various sub-committees when requested
- Support and reinforce disciplinary measures implemented by the Steering Committee.
- Remember that parents are partners in the learning process of their children.
- Mutual respect between parents and educators is important in this partnership.

9.10 To support extra-curricular activities

- Besides the curriculum, parents must support the school during field trips, assemblies, outings, fund raising and sports events.
- Family members from diverse cultures may assist schools in their diversity management programmes by explaining customs from their own cultural traditions.

- Parents may request that, where practically possible and reasonable, programmes and a variety of activities be scheduled at suitable times to allow participation by all parents, including working families, outings, open days etc.

10. School visitation policy for parents

Parent visits to the school are encouraged in order to promote a healthy relationship between the school and the parent (household). However, procedures must be put in place to ensure a safe, but welcoming school environment. These procedures will also help to regulate and control the flow of people into the school at irregular times and to avoid disruption of regular school activities. The co-operation of all parents will be necessary to manage these visits effectively. Schools must decide on a suitable time for these visits and inform parents accordingly.

Suggested procedures for school visits:

- 10.1 All parents must use the main/designated entrance to the building. Upon arrival, parents must use the intercom system to announce themselves and not "hoot" for attention, while remaining in their vehicles
- 10.2 All parents must report to the secretary or the main office immediately upon entering the school premises.
- 10.3 All parents entering the school building must sign in and be issued with a visitor's badge/card (where available), which they must return when signing out.
- 10.4 Anything that must be delivered to a learner must be brought to the office, from where it will be handed to the learner
- 10.5 Parent interviews with teachers must be arranged beforehand at an appropriate time.
- 10.6 Family emergencies must be reported to the office, where the matter will be attended to appropriately.
- 10.7 Parents must adhere to all OHAS requirements while on the school premises and as is advertised at the school entrance

11. Conclusion

A meaningful partnership between the parents and the school will strengthen the learning environment and learner achievement. This partnership creates shared responsibilities for the safety and well-being of enrolled learners at schools. It is therefore recommended that school Principals communicate the above roles and responsibilities to parents to emphasize the importance of co-operation between the schools and parents in this regard.