

Community and Parental Engagement Policy

Academic year 2026–27

Our commitment

Arab Unity School (AUS) recognises parents as essential partners in their child's education. Strong relationships between home and school support achievement, attendance, wellbeing and personal development. We want parents to understand their child's learning, contribute to school life and feel confident that their views are heard and considered. Engagement reflects the diversity of our community and stays focused on improving students' experiences and outcomes.

Roles

The Principal, Executive Leadership Group and Heads of School make sure engagement is purposeful, inclusive and consistent. Teachers and support staff build constructive relationships with families, share progress and concerns promptly and agree practical next steps, and receive training in communication, cultural awareness and sensitive conversations. Parents are asked to check official communication channels regularly, keep contact details up to date, attend meetings wherever possible and support agreed approaches to their child's learning, attendance and behaviour.

Parent voice

AUS maintains a Parent Advisory Council with parent representatives for every year group, reflecting the school's phases and diverse community, including Emirati families. Governance arrangements include parent representation. Parent forums, coffee mornings, surveys and focus groups give further chances to share views, and leaders record themes and share resulting improvements through a "You said, we did" approach. Parents are also invited to contribute to discussions about UAE heritage, Arabic language, national identity and social values. Individual student matters are always handled privately through the proper channels.

Communication

We keep families informed through Edunation, official school email, newsletters and meetings. Essential regulatory, safety and significant academic notifications are provided in English and Arabic, with further language support where reasonably practicable. Staff take account of families' preferred ways of communicating, including phone calls for sensitive matters or where families, including Emirati parents, prefer personal contact. Parent emails and enquiries receive an initial response within one working school day, and where more time is needed the reply says who is following up and when to expect an update. Staff are not expected to reply outside published working hours. Urgent safeguarding, medical or safety concerns must go directly to the school's emergency or safeguarding channels, not by email or messaging group.

Reports, consultations and learning at home

Parents receive at least three formal reports and are offered at least three parent-teacher consultations a year. Reports cover achievement, progress, attendance, attitudes to learning and next steps. Consultations begin with strengths and progress and end with a few precise, agreed actions, and home-learning suggestions are manageable. Review meetings for students with Individual Education Plans are held regularly through the Inclusion Support Team, with extra meetings if needs change. Appointments can be in person or virtual, with afternoon options for working families, and Edunation gives parents timely access to attendance, published assessments, homework expectations and relevant behaviour and achievement records.

Understanding the curriculum

We share curriculum information, termly assessment calendars and home-learning expectations. A termly programme of parent workshops covers themes such as reading, phonics, wellbeing, digital safety, behaviour and study habits, and helps parents understand assessment information including CAT4, NGRT and GL Progress Tests. Transition and options sessions support families before changes of phase, subject choices and post-school planning, and summaries are shared with families who cannot attend.

Taking part in school life

Parents have at least one chance a year to observe or join classroom learning, and student work is showcased at least twice a year. Parents are encouraged to contribute to reading, Global Skills, careers education, sustainability and community projects, and to cultural celebrations such as UAE National Day and Ramadan activities. A voluntary skills and professions register, held securely, helps the school find families willing to give talks or mentoring. All volunteering follows safeguarding procedures, including a safeguarding briefing and no unsupervised access to students without authorisation.

Welcoming every family

New families receive a welcome guide covering key contacts, communication channels, routines, academic expectations and policies, and help to use Edunation. The school works to remove barriers to engagement, including language, working hours, digital access and additional needs. Taking part in school life never depends on a family's ability to contribute financially, volunteer during working hours or maintain a high public profile.

Digital communication and WhatsApp

AUS does not sanction or operate official school WhatsApp groups or channels. Any parent WhatsApp groups are informal, voluntary parent-to-parent forums, and their content does not represent the school. Please use Edunation, official school email and other designated channels for accurate information, and check anything unclear directly with the school. Parents are asked to respect confidentiality, to raise individual attainment, behaviour, medical, complaint and safeguarding matters privately with the school, and not to share other children's photographs or personal details, or circulate unverified accounts about students, families or staff.

Respectful conduct and raising concerns

Everyone in the school community is expected to communicate respectfully, in person, online and through messaging. Disagreement must be expressed without abusive language, threats, discriminatory remarks, harassment or personal attacks. Where conduct becomes abusive or threatening, leaders may introduce proportionate communication or access arrangements to protect students and staff, while keeping a clear route for legitimate concerns. The school listens carefully, establishes the facts and explains outcomes and next steps as fully as confidentiality allows. Parents are asked to raise concerns privately and avoid identifying students or staff in public allegations or on social media.

Step	Who to speak to
1	The class teacher or relevant subject teacher, for routine classroom concerns.
2	The phase or subject leader, if the matter is not resolved.
3	The Head of School, and where necessary the Vice Principal or Principal.
Formal complaints	Follow the school's published complaints procedure, with acknowledgement, investigation and escalation arrangements.
Safeguarding concerns	Report directly to the safeguarding team, without following the routine sequence.

Review

Leaders evaluate engagement through participation, surveys, meeting records and feedback, asking whose voices are heard and which families need more accessible opportunities. The policy is reviewed annually.