

## Small Haven School Home School Agreement

Date	Review Date	Coordinator	Nominated Director
08/09/21	01/09/22	Principal Head	Director of Education

### Home School Agreement Policy

#### PRINCIPLES

N.B. The term 'parents' is employed throughout this policy to refer to parents, carers or others in loco parentis.

At its most effective, the education of children is a collaborative enterprise involving teachers, parents and the pupils themselves. Self-evidently, parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful, regular and positive communications between teachers and the parents of their pupils, can hardly be over stated. Parents can certainly help more effectively if they know what the School is trying to achieve and how they can help. This Home-School Agreement is produced in the hope of strengthening the bond between Home and School - we therefore invite you to sign a declaration supporting this agreement. This Agreement is a statement of intent on behalf of both the School and parents as to:

- The School's aims and values;
- The School's responsibilities towards its pupils;
- The responsibilities of parents and carers;
- The responsibilities of pupils;
- Complaints procedures.

#### SCHOOL AIMS & VALUES

##### Pupils

1. To provide a challenging, safe and supportive environment in which we can stimulate, maintain and develop, lively enquiring minds.
2. To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.
3. To value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
4. To develop in pupils a positive attitude (including health and fitness) towards themselves and others with a strong sense of self-respect.
5. To appreciate human achievements, failures and aspirations.
6. To support the implementation of the statement on 'Shared Values' and to enable pupils to develop:

- a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others and the environment, initiative and independence;
- a sense of respect for other peoples' property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
- a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils can become responsible members of society.

### **Curriculum**

7. To offer a broad based personalised curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society.

### **Community**

8. To develop a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
9. To foster close relationships between the School the pupils' homes and the local community.

These aims have guided the construction of our schemes of work, subject aims/objectives and various school policies, e.g.

- equal opportunities, differentiation, multicultural, gender, language and maths/numeracy across the Curriculum;
- parental and community liaison;
- anti-bullying;
- shared values and cross-curricular themes, i.e. citizenship, health, environment, economic/industrial understanding and careers education;
- health and safety;
- assessment and homework and the safe and appropriate use of ICT;
- teacher training and teacher absence.

By striving to implement these and other policies, schemes of work, subject aims and objectives the School's aims can be achieved.

### **THE SCHOOL'S RESPONSIBILITIES**

1. To strive towards achieving the School's aims and objectives.
2. To implement the policy on Home – School liaison. Particularly with respect to communications in the form of telephone contact as and when necessary:
  - the School 'Prospectus', which includes details of its aims and objectives, complaints, staffing, and accommodation. Where English is not the parents' first language the School will endeavour to provide appropriate translations;
  - a range of 'standard' letters either:
    - a. to parents typically regarding parents evenings, open days, presentation evenings, curricular changes, educational visits, visiting speakers and School or local exhibitions and workshops or;
    - b. to parents of individual pupils, concerning, for instance, achievement and progress, attendance, punctuality, or some commendatory or disciplinary matter;
  - articles in the School's termly 'Newsletter' to parents in which the work and activities of the School are regularly and substantially represented;

- 3 termly formal reports that summarise pupils' achievements and progress over a specific period.

Teachers will also create and use opportunities to talk with parents, and to show and explain to them examples of the pupils' work and activities:

- Academic Mentoring to discuss all aspect of the pupil's education; behaviour and attitude to learning including relationships with peer and adults in school. To discuss academic achievement and to set targets to enhance progress
- during discussions with an individual pupil's parents, initiated at the request of either the parents or the teacher;
- during certain educational visits, school exhibitions, productions or events, in which the pupils are significantly represented.

In all communications with parents, the school staff will strive to be as sensitive as possible, to the needs, apprehensions, and background circumstances of the parent(s) and the pupil. This means, among other important considerations, that in their communications with parents, teachers should:

- pay attention to the form of address, so as not to exclude or embarrass one-parent families, or children being fostered or 'in care';
  - seek to employ a form and tone that is clear, straightforward, appropriately and friendly,
  - be sensitive to the known home and family circumstances of a parent and their child(ren), and should exercise caution when those circumstances are not known, e.g. the parent's first language and culture are major considerations;
  - encourage apprehensive parents to visit the School, and to contribute as much as possible to their child's education;
  - use bilingual support staff, interpreters or translators if able to do so,
3. To implement the School's policies – in particular those on Health & Safety, home-school liaison, attendance/absence, marking, homework, anti-bullying, discipline, equal opportunities (including anti-racist and sexist policies). N.B. The School will contact parents in all cases where unauthorised absence appears to have occurred – this is for the child's security.
  4. To endeavour to create planned, interesting and worthwhile educational events, trips and lessons.

### **THE PARENTS' RESPONSIBILITIES**

To help fulfil their important role in their child's education, and to be as informed as possible in any communications or discussions with teachers, parents are requested and encouraged, to the extent feasible:

- to ensure that their child attends regularly and punctually;
- to notify the School if their child cannot attend for any reason – this is for the child's security as well as administrative reasons;
- to work with the School and education welfare service to resolve/alleviate any attendance problems or protracted absence;
- to complete the home/school contact book;
- not to take family holidays during term time;
- to support the school uniform policy;
- to ensure that their child has (at least) the basic equipment necessary for their proper participation in lessons;
- to show an interest in, and to ask questions about, the work and activities in which their child is currently engaged at School and/or at home;
- periodically to look at, to ask questions about, and to comment meaningfully on, the child's work;
- to provide their child with opportunities to see some television programmes

- with an educational value, and to visit local or other museums or exhibitions;
- to attend the School's 'parent's evenings' and any other pertinent events, and when so doing, to make time to discuss their child's work and progress, and to look at some of the work displayed;
  - to communicate to the Principal Head or a particular class teacher, any concerns or difficulties, interests or aspirations, that are either specific to, or that are seriously affecting their child's education or behaviour;
  - to adhere to the school policies on visitors and school security
  - to support the school's policy and guidelines to ensure the pupil behaves sensibly and appropriate at all times.

#### **THE PUPILS' RESPONSIBILITIES**

- to attend school regularly and punctually;
- to bring all the equipment necessary for lessons, including the home /school contact book;
- to wear school uniform and be tidy and clean;
- to do his/her best to complete classwork and homework;
- to tell a teacher if he/she is bullied or if they see anyone else being bullied;
- to abide by the School's code of behaviour.

# Small Haven School Home School Agreement

This document is part of the Home School Agreement Policy. A Full copy of this policy is available on request  
**Home School Agreement**

**Name of Pupil** \_\_\_\_\_ **Class** \_\_\_\_\_  
**Please Print**

## 1 The Parent/Carer

### I/we will:

- ❖ see that my son/daughter goes to school regularly, on time, properly equipped and in uniform
- ❖ telephone school before 9.00 am on the first morning of my child's absence and each day after this
- ❖ complete the home/school contact book and let the school know about any concerns or problems that might affect my child's work or behaviour
- ❖ support the school's policies and its guidelines for behaviour
- ❖ support my son/daughter in homework and other opportunities for home learning
- ❖ attend Parents Evenings/Meetings and discussions about my child's progress
- ❖ get to know about my child's life at Small Haven School
- ❖ If at any time during your child's time at Small Haven School, you wish to make a complaint, then you are advised to follow the school's complaints procedure, which can be found on the school website [www.smallhavenschool.co.uk](http://www.smallhavenschool.co.uk). We request that all parents and carers refrain from using social networking sites to discuss sensitive issues about the school.

*Signature(s)* \_\_\_\_\_

## 2 Small Haven School

### The school will:

- contact Parents on the first day of unauthorised absence after 10am
- provide a balanced curriculum and do our best to meet the individual needs of yourson/daughter
- send home regular assessments and an academic report at the end of each term (3 per year)
- set, mark and monitor homework
- provide facilities for pupils to do homework in school
- arrange Parents' Consultations during which progress will be discussed
- keep parents informed about school activities through regular letters home, News Letters and notices about special events

*Principal Head: Miss Stacey White*

Date: .....

## 3 The Pupil

### I shall:

- attend school regularly and on time
- bring all the equipment I need every day
- wear the school uniform and be tidy in appearance
- do all my classwork and homework as well as I can
- be polite and helpful to others
- keep the school free from litter and graffiti
- follow the school's 'Code of Conduct'

*Signature* \_\_\_\_\_

Date: \_\_\_\_\_