



“It takes a village to raise a child”

African proverb.

It takes many people to provide a safe, healthy environment for children, where they are given the security, they need to develop and flourish, and to be able to realise their hopes and dreams. This requires an environment where children's voices are taken seriously and where multiple people including parents, siblings, extended family members, neighbours, teachers, professionals, community members and policy makers, care for a child.

Research shows that when parents/carers and teachers work together, there is a positive impact on the progress children make in their learning*. Moreover, it makes sense that if school and home are working effectively and positively to support children; that children will in turn be safer, feel nurtured and develop beyond the academic. This Home-School Agreement has been developed in consultation with parents, children and school staff and aims to provide a framework to strengthen our community, set out expected responsibilities and promote positive interactions for the benefit of our children.

Being School Ready

Parents/Carers

Children

Teachers/School Staff

Establish good nighttime routines so that your child gets a good night's sleep before a school day.

Go to bed at my directed time and try to get a good night's sleep on a school night.

Ensure lessons are prepared for and resourced in advance.

Ensure your child has everything they need for the school day: school uniform, water bottle, lunch box, PE Kit, Swim Kit and develop your child's independence by encouraging them to increasingly take responsibility for this.

Take increasing responsibility for making sure I have all the things I need for the school day: school uniform, water bottle, lunch box, PE Kit, Swim Kit.

Ensure I am abreast of the school policies.

Encourage your child to develop a positive mindset on the way to school.

Try to think positive thoughts before coming into school. Think about my friends, what I will learn and how I will face challenges.

Develop a good attendance record: arrive at school on time, avoid holidays in term time and only keep your child off school if they are genuinely poorly.

If I walk to school on my own, make sure I arrive in plenty of time. If a parent/carers brings me, make sure that I am helpful and don't cause a delay.

Safeguarding

Parents/Carers

Telephone the school if your child is going to be absent.

Ensure the school has at least two emergency contact numbers.

Ensure your child and the class teacher knows how your child is getting home each day.

(For older children) Discuss emergency contingencies with your child, if for example you are delayed in picking them up from a specified place and you are unable to contact them.

If your child has a mobile phone, that they bring into school make sure the school's number is in their contact list. (the office is staffed until 4pm).

If your child uses the internet, check their browsing history regularly. Check who they are chatting to and the nature of that chat. Report anything untoward to school in addition to any other action you take.

Do not approach other people's children directly on the playground. (If there is an issue, tell your child's class teacher.)

Tell the school if there are any changes in your home circumstances that might affect your child's wellbeing.

Children

Ensure I follow trusted adult instructions and stay within boundaries.

Move around the school and playground in a way that will keep you and others safe.

Tell a trusted adult if anything that makes me feel uncomfortable or unsafe.

Follow the rules to keep myself safe online, in school and at home.

If I bring a phone/smart watch into school, I will not use this within the school grounds and will hand in to my teacher as soon as I am in the classroom.

Be respectful and kind of other children and consider how my actions might affect others.

Report any bullying to a trusted adult. Develop strategies so that I become an upstander not a bystander.

Teachers/School Staff

Ensure adherence to Keeping Children Safe in Education and the school's safeguarding policies.

Report any safeguarding concerns (including allegations of Bullying) to the Deputy Safeguarding Lead or Headteacher as appropriate and keep accurate records.

Listen carefully to children's worries and take action as appropriate.

Be vigilant and follow all in school safeguarding guidance.

Keep up to date with Safeguarding training.

Provide pastoral support for children.

Deliver assemblies and lessons to remind children of everyone's responsibilities with regards to our Anti-bullying agenda.

Learning

Parents/Carers

Children

Teachers/School Staff

Listen to your child read at least 3 times per week and engage them in talk about their books.

Help your child to become fluent in their times tables.

Take an interest in your child's learning: keeping up to date with curriculum newsletters and asking questions to support their recall of knowledge.

Help your child to learn life skills: telling the time, an understanding of money and other weights and measures, becoming increasingly independent and encouraging your child to take age-appropriate risks.

Help your child develop their vocabulary, through talking about lots of different subjects and sharing the meanings of words.

Pay attention to my teacher and try my hardest to stay focussed throughout the lesson.

Show curiosity and try my hardest to complete the tasks I have been set. Participate.

Use the 5 Bs to support my independence in learning (Brain, Board, Book, Buddy, Boss)

Respond to any feedback I am given either verbally or marking in my book.

Try to make links, thinking back to previous learning.

Read to an adult at home at least three times a week and practice reading to myself at other times.
Practice my times tables at home and complete any other homework I have been set.

Teach the school's curriculum in a way that helps children learn new skills, understand more and retain knowledge.

Provide children with an appropriate level of challenge.

Ensure the classroom environment is conducive to good quality learning.

Provide termly reports to parents with regards to their child's academic progress and opportunities to discuss this further in a face-to-face meeting.

Provide regular opportunities for your child to showcase their learning to parents and carers.

Keep up to date with academic research and own subject knowledge.

Pastoral and Behaviour

Parents/Carers

Be respectful in dealings with school staff.

Model positive behaviour and set a good example.

Encourage your child to respect the school rules and to be accepting of consequences when these are broken.

Tell the school if there are any changes in your home circumstances that might affect your child's wellbeing.

Avoid undermining school staff with your child and discuss any concerns you have with their teacher directly.

Children

Be respectful of all staff and children.

Engage in respectful behaviour at playtimes and lunchtimes

Tell my teacher or another trusted adult if something is worrying me.

Follow the agreed class charter.

Move around the school respectfully.

Be reflective. Learn from mistakes and try to say sorry if I have made a mistake.

Be inclusive. Accept difference and try not to leave anybody out.

Teachers/School Staff

Be respectful to children, parents and colleagues.

Model positive behaviour and set a good example.

Support children to overcome any barriers to their learning.

Uphold the school rules and follow the school's Behaviour and attitude policy.

Help children deal with friendship issues, their own emotions and seek further support where required.

Support children in their development beyond the academic, through giving responsibilities, encouraging attendance at clubs etc...

Communication

| Parents/Carers | Children | Teachers/School Staff |
|--|--|--|
| Be respectful in communication with school staff. | Listen respectfully to the views of other children. | Listen to children and value their opinions. Provide opportunities for pupil talk. |
| Read school newsletters and email communication and attend parent evening meetings. | Try to contribute to group or class discussions. | Be professional and respectful in all communication with parents. |
| Telephone the school to report absences. Email child's teacher with any concerns or queries. | If something has upset you during the school day, try to tell someone in school as soon as possible on the same day. Be respectful in the way you do this. | Answer email communication from parents within 48 hours, action as required and report back to parents once completed. |
| Avoid airing grievances on social media and seek to resolve directly with the school. | | Be available after school a couple of times a week for quick, informal conversations with parents. |
| Follow the school's Complaints procedure should the need arise. | | Inform parents of upcoming learning, events and activities |

** Education Endowment Foundation (Positive parental engagement can result in 4 months additional progress over a 12-month period)*

The Home- school agreement should be read alongside the School Prospectus, The A-Z Parent handbook and our School Policies. Those policies pertaining to parents can be found on our School Website.