



“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/carer brings me, make sure that I am helpful and don't cause a delay.	

Safeguarding		
Parents/Carers	Children	Teachers/School Staff
Telephone the school if your child is going to be absent.	Ensure I follow trusted adult instructions and stay within boundaries.	Ensure adherence to Keeping Children Safe in Education and the school's safeguarding policies.
Ensure the school has at least two emergency contact numbers.	Move around the school and playground in a way that will keep you and others safe.	Report any safeguarding concerns (including allegations of Bullying) to the Deputy Safeguarding Lead or Headteacher as appropriate and keep accurate records.
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.	Tell a trusted adult if anything that makes me feel uncomfortable or unsafe.	Listen carefully to children's worries and take action as appropriate.
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).	Follow the rules to keep myself safe online, in school and at home.	Be vigilant and follow all in school safeguarding guidance.
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.	If I bring a phone/smart watch into school, I will not use this within the school grounds and will hand it in to my teacher as soon as I am in the classroom.	Keep up to date with Safeguarding training.
Do not approach other people's children directly on the playground. (If there is an issue, tell your child's class teacher.)	Be respectful and kind of other children and consider how my actions might affect others.	Provide pastoral support for children.
Tell the school if there are any changes in your home circumstances that might affect your child's wellbeing.	Report any bullying to a trusted adult. Develop strategies so that I become an upstander not a bystander.	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.	Pay attention to my teacher and try my hardest to stay focussed throughout the lesson.	Teach the school's curriculum in a way that helps children learn new skills, understand more and retain knowledge.
Help your child to become fluent in their times tables.	Show curiosity and try my hardest to complete the tasks I have been set. Participate.	Provide children with an appropriate level of challenge.
Take an interest in your child's learning: keeping up to date with curriculum newsletters and asking questions to support their recall of knowledge.	Use the 5 Bs to support my independence in learning (Brain, Board, Book, Buddy, Boss)	Ensure the classroom environment is conducive to good quality learning.
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.	Respond to any feedback I am given either verbally or marking in my book.	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.
Help your child develop their vocabulary, through talking about lots of different subjects and sharing the meanings of words.	Try to make links, thinking back to previous learning.	Provide regular opportunities for your child to showcase their learning to parents and carers.
	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.	Keep up to date with academic research and own subject knowledge.

Pastoral and Behaviour

Parents/Carers	Children	Teachers/School Staff
Be respectful in dealings with school staff.	Be respectful of all staff and children.	Be respectful to children, parents and colleagues.
Model positive behaviour and set a good example.	Engage in respectful behaviour at playtimes and lunchtimes	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 my teacher or another trusted adult if something is worrying me.	Support children to overcome any barriers to their learning.
Tell the school if there are any changes in your home circumstances that might affect your child's wellbeing.	Follow the agreed class charter.	Uphold the school rules and follow the school's Behaviour and attitude policy.
Avoid undermining school staff with your child and discuss any concerns you have with their teacher directly.	Move around the school respectfully.	Help children deal with friendship issues, their own emotions and seek further support where required.
	Be reflective. Learn from mistakes and try to say sorry if I have made a mistake.	Support children in their development beyond the academic, through giving responsibilities, encouraging attendance at clubs etc...
	Be inclusive. Accept difference and try not to leave anybody out.	

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.