



## Home-School Agreement

Date	Review Date	Coordinator	Nominated Governor
9 <sup>th</sup> April 2018	August 2019	Annette Turner	Mary Bright

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and equity across the school and is related to the following legislation:

- School Standards and Framework Act 1998
- Equality Act 2010

The following documentation is also related to this policy:

- Home-School Agreements: Guidance for Local Authorities and Governing Bodies (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe it is our duty as stated in the School Standards and Framework Act 1998 to have in place a home-school agreement and parental/carers declaration. A home-school agreement is a statement explaining the school's aims and values, the school's responsibilities towards its pupils who are of compulsory school age, the responsibility of each pupil's parents/carers and what the school expects of its pupils.

We have high expectations for all pupils who attend this school and we believe a home-school agreement provides a sound foundation for establishing effective working partnerships between home and school.

We understand that the contents of a home-school agreement must cover the ethos of the school, attendance, punctuality, discipline and behaviour.

We will ensure parents receive a copy of the home-school agreement once they have signed it but must be made aware that if they refuse to sign they will still have to abide by the school rules. No sanctions will be taken against any parent/carers if they refuse to sign.

We believe that pupils should be given the opportunity to also sign the agreement if they understand its contents and are prepared to accept what is expected of them.

We will ensure that the home-school agreement is updated every two years after undertaking surveys with parents/carers, school personnel, pupils and governors.



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We wish to work closely with the students to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by having in place a home-school agreement, to which all pupils, parents/carers have signed up to.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

## **Aims**

- To share good practice within the school and with other schools
- To ensure compliance with all relevant legislation connected to this policy
- To work with other schools and the local authority to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;

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- delegated responsibilities to the Headteacher to ensure all parents/carers and pupils are given the opportunity to sign the home-school agreement;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- made effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

## Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents/carers are aware of and comply with this policy;
- ensure all parents/carers and pupils are given the opportunity to sign the home-school agreement;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents/carers and governors;
- annually report to the Governing Body on the success and development of this policy.

## Role of School Personnel

School personnel will:

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- comply with all aspects of this policy;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents/carers and governors;
- plan and deliver good to outstanding lessons;
- have expectations of their pupils;
- achieve realistic expectations with high aspirations;
- celebrate the success of pupils in lessons
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## Role of Pupils

Pupils will work towards:

- becoming aware of and complying with this policy
- being polite and well behaved at all times;
- showing consideration to others;
- talking to others without shouting and using language which is neither abusive nor offensive;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- learning to take pride in their work;
- producing work of a high standard;
- participating fully in all lessons;
- participating in discussions concerning progress and attainment;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obeying all health and safety regulations in all areas of the school;

Pupils will:

- co-sign and abide by the Home School Agreement;
- take part in questionnaires and surveys.

## Role of Parents/Carers

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Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - consultation events
  - behavior/disruption meetings
- take part in periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify the school on the first day of pupil absence;
- encourage effort and achievement;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents/carers such as introductory meetings, consultation events
- meetings with school personnel
- communications with home
- Headteacher reports to the Governing Body

### Training

All school personnel:

- have equal opportunities of training, career development and promotion
- receive training on induction which specifically covers:
  - Admissions
  - Attendance and Truancy
  - Pupil Behaviour and Discipline
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

### Equality Impact Assessment



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Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

## Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## Linked Policies

- Admissions
- Attendance and Truancy
- Ethos
- Pupil Behaviour and Discipline

## See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

<b>Headteacher:</b>	Annette Turner	<b>Date:</b>	9 <sup>th</sup> April 2018
<b>Chair of Governing Body:</b>	Jerry Glazier	<b>Date:</b>	23 <sup>rd</sup> May 2018



## Home-School Agreement

Name of Pupil	Year Group

The aim of our school is:

To include everyone, staff, pupils, pupils, parents/carers, governors and the wider community in providing a caring, stimulating environment which enables everyone to feel valued and achieve their full potential.

This goal will only be achieved if:

- there is a shared commitment by pupils and parents/carers and the school
- a high quality education is provided as the right of every child
- effective learning is achieved by positive discipline

We ask you to share with us a commitment to a quality experience for your child.

### Objectives of this policy

The objective of this policy is to;

- provide outstanding education to Southend YMCA Community School pupils
- encourage all pupils to be confident, hard-working and ambitious
- transmit a core body of knowledge to all pupils aiding their ability to think for themselves and to have high aspirations for the future
- ensure that pupils are given the opportunity to take recognized qualifications appropriate for their age and ability
- encourage every pupil to continue to either further study post 16, undertake training or employment with training; securing a positive destination post compulsory school age
- attract and retain outstanding teachers
- provide a child centered approach to service delivery

### Pupil and Parent/Carers Expectation of our School

The school will:

- provide a safe, well ordered and caring environment where learning can take place
- Inform you of any concerns about your child's behaviour, work or well-being, including attendance and punctuality
- Challenge your child to achieve the very best they are capable of and to strive for excellence in everything they do

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- provide an environment where each pupil is valued as an individual
- maintain a happy and enjoyable school ethos
- follow the Every Child Matters outcomes for all our pupils
- provide access to a broad and balanced curriculum
- provide a range of opportunities and challenges to enable pupils to achieve their full potential
- provide regular information about progress and performance
- provide opportunities to express views on wider school issues
- provide work of a suitable standard for each child so that they can engage with the work and be challenged by it
- provide opportunities for parents/carers to discuss their child's progress, conduct and achievements and to provide an annual written report
- listen to any parental/carer concerns and if necessary act upon them

## **The School's Expectations of Parents/Carers and Pupils**

We expect parents/carers to:

- ensure regular and punctual attendance
- notify the school on the first day of any absence
- have holidays in term time and authorised by school
- make every effort to have holidays only in holiday periods
- encourage effort and achievement
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- participate in discussions concerning progress and attainment
- abide by all the school policies
- Support the school's disciplinary measures, including detentions

## **Code for Classroom Behaviour**

- Listen carefully to all instructions given by the school staff
- Ask for further help if you do not understand
- Raise your hand before speaking
- Participate fully in all lessons
- Treat others, their work and equipment with respect
- Talk to others without shouting, use language which is neither abusive nor offensive

## **Out of Class Conduct**

- Pupils should always act in ways, which bring credit to the school
- Pupils should behave in an appropriate manner at all break and lunch times
- Pupils should not bring valuable items in to school as the school cannot be responsible for their safety.
- Pupils should remain from dropping litter

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I/we agree to support all the issues contained within the Home School Agreement			
<b>Parent/Carer</b>		<b>Date</b>	
<b>Headteacher</b>		<b>Date</b>	
<b>Pupil</b>		<b>Date</b>	