



Lime Tree Primary Academy

BRIGHT FUTURES EDUCATIONAL TRUST

Home-School Agreement (Code of Conduct)

Date	Review Date	Coordinator	Nominated Governor
November 2022	November 2025	Clare Larkin	Iain Wilson

TO NURTURE, TO GROW, TO DREAM

LIME TREE EXISTS to push the boundaries and challenge the ordinary, enabling learning construction that is truly accessible for all, through research, innovation and creativity we champion education as the vehicle to ignite passions, discover talent, nurture self-belief and become the very heart of our community.

We believe and strive for, skilled knowledgeable independent and resilient learners, creative, imaginative structured and adaptable thinkers, world aware community spirited caring and healthy individuals

Purpose

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998

The following documentation is also related to this policy:

- Home-School Agreements: Guidance for Local Authorities and Governing Bodies (DfE)

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 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 and what the school expects of its pupils.

We have consulted with all parents before adopting the present home-school agreement. Further consultation will take place if there is a need to revise the present agreement.

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, behaviour and homework.

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 annually after undertaking surveys with parents, school personnel, pupils and governors.

We wish to work closely with the School Council and 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 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 that all parents and pupils 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 is 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 Head of School to ensure all school personnel and stakeholders are aware of and comply with this policy;
- delegated responsibilities to the Head of School to ensure all parents 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;
- make 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;
- the responsibility of involving the School Council in:
 - ☐ determining this policy with the Governing Body;
 - ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - ☐ visit the school regularly;

- ☐ work closely with the Head of School 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 Head of School and Senior Leadership Team

The Head of School and the Senior Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure all parents and pupils are given the opportunity to sign the home-school agreement;
- ensure the agreement is updated every two years after consultation with parents, pupils and governors;
- 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 and governors;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- 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 and governors;
- plan and deliver good to outstanding lessons;
- have expectations of their pupils;
- achieve high standards;
- 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:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;

- learn to take pride in their work;
- produce work of a high standard;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- meet home learning deadlines via Google Classroom;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- wear correct uniform
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys.

Role of Parents/Carers

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:
 - ☐ parents and open evenings
 - ☐ parent-teacher consultations
 - ☐ class assemblies
 - ☐ school concerts
 - ☐ fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- 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;
- ensure correct school uniform is worn.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Head of School reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - ☐ All aspects of this policy
 - ☐ Ethos
 - ☐ Admissions
 - ☐ Attendance & Punctuality
 - ☐ Pupil Behaviour & Discipline
 - ☐ Dress Code
 - ☐ Home Learning
 - ☐ Parent-Teacher Consultations
 - ☐ Website
 - ☐ 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

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 every 36 months or when the need arises by the coordinator, the Head of School 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.

Head of School:	Clare Larkin	Date:	17 th November 2022
Chair of Governing Body:	Dan Jagger	Date:	17 th November 2022



The aim of our school is:

To include everyone, staff, pupils, parents, 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 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.

Pupil and Parent Expectation of our School

The school will provide:

We will:

- provide a safe, well ordered and caring environment where learning can take place
- provide a place 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 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 to discuss their child's progress, conduct and achievements and to provide an annual written report
- listen to any parental concerns and we will act upon them

The School's Expectations of Parents and Pupils

We expect you to:

- ensure regular and punctual attendance
- notify school on the first day of absence
- have holidays in term time and authorised by school
- encourage effort and achievement
- encourage completion of homework and return it to school
- provide the right conditions for homework to take place
- hand in homework on time
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- participate in discussions concerning progress and attainment
- ensure correct school uniform is worn

Code for Classroom Behaviour

- Listen carefully to all instructions given by the teacher
- Ask for further help if you do not understand
- Raise your hand before speaking
- Participate fully on all lessons
- Treat others, their work and equipment with respect
- Talk to others without shouting, use language which is neither abusive nor offensive
- Hand in homework properly completed and on time
- Wear correct uniform

Out of Class Conduct

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