

Parents and Schools in Partnership Policy

Document Title	Parents and Schools in Partnership Policy
Reference Number	SO-0184
Version Number	V2.12
Date of Issue	11 August 2003
Latest Revision	5 September 2019
Distribution	All employees
Owner	Managing Director, NAS Education and Children's Services and NAS Academies Trust
Policy Lead(s)	Deputies
Department	Services

Purpose

The intention is to promote effective and meaningful partnerships between Parents/Carers and the school in respect of planning and reviewing the child's needs in consultation with the child as appropriate.

Scope

Applies at all NAS schools.

Parents and Schools in Partnership Policy

(Concise Statement)

Parents and carers are encouraged to contribute to the work of the school and to feel welcome in every area of activity. As part of this partnership the Home School Agreement provides a framework for the development of a positive and productive partnership between the home and school. These agreements will be balanced, fair, agreed and workable.

A strong partnership will be promoted between parents/carers and professionals, with effective liaisons to share aims and to work co-operatively together to ensure best interests of pupil/students in consultation and partnership with purchasers.

Parents/Carers will be supported and empowered to recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education. Views of Parents/Carers will be sought and taken into account together with the views of the child. Parents/Carers should contribute to their

child's individual educational programme and assist in its implementation as appropriate.

Parents and Schools in Partnership - Procedure

1. School and parents /carers will enter into a Home/School Agreement (England) built upon the following:
 - a. The school aims, values and responsibilities will be listed together with the responsibilities of the pupil's parents/carers and what the school expects of its pupils / young people.
 - b. This agreement will be produced in a format that is understandable, taking into account different needs.
 - c. The agreement will be reviewed as needed, taking into account the views of parents/carers and pupils/young people as appropriate.
 - d. The Home/School agreement will form part of the admissions pack.
 - e. The home school agreement is morally binding and both parties should be held to account if agreement is breached.
 - f. No pupil will be excluded from school or suffer any adverse consequences on account of a parent's/carers failure to sign a home/school agreement.

2. All NAS Schools' home-school agreements (England) will include the following statements :
 - The parents/carers and school will work collaboratively, each respecting the contribution of the other in the development of a person-centred approach to learning.
 - The school will endeavour to accommodate reasonable parental wishes relative to that person-centred approach, taking into account the needs of all students, the level of staffing and service purchased by the commissioning authority, and the facilities available to the school.
 - Harassment, intimidation, threatening behaviour, physical violence and other forms of abusive conduct (including by way of social media like facebook and twitter) will not be tolerated, and may lead to police involvement.

3. The school will support parents/carers in understanding procedures, how to access support, and will be given documents to be discussed prior to meetings.
4. Parents/Carers will be invited to attend their child's MyProgress meetings, informal and formal school functions as appropriate.
5. The school will respond positively to parental/carer input and regularly review the effectiveness of informal/formal home/school liaison.
6. Parents/carers/schools are encouraged to raise any concerns with class or residential staff. Appointments can be made to meet with specific staff members at mutually convenient times.
7. Regular liaison will be developed in appropriate areas. This could include home/school diaries, reports, visits, workshops, reviews, parents evening, telephone calls, literature, information, support groups, coffee mornings and social events
8. Written reports will be provided in a clear professional style avoiding the use of jargon. Depending on the type of, and reason for the report reference may be made to academic and/or any other special achievements and progress, activities that have taken place, general health, food intake, reference to incidents/accidents and any other relevant information.
9. All parties will fulfill their obligations under home-school agreements (section III (I) School Standards and Framework Act 1998) that set out expectations of both sides.

Measure

Purchaser Inspections, HMI, OFSTED, Autism Accreditation, Appointed Visitor, parental and pupil /young peoples Surveys.

Parents and Schools in Partnership - Reference

KCSiE 2019

Care Quality Commission (CQC)

Care Inspectorate Wales

Care Inspectorate - Scotland

Education Scotland

Department for Education

Schools Standards and Framework Act 1998

Education Reform Act 1988

Education Act 1997

Children Act 1989

Children in Scotland Act 1995

SEN and Disability Discrimination Act 2001

Purchasers Contracts

Children & Families Act 2014

Other relevant policies and guidance

School Staff Making Home Visits Policy SO-0323

Visits to people we support Policy SO-0329

Visits to Schools Policy SO-0327

The Spell Framework

Department for Education (DfE)

Director - Education