

Home and School Relationship Agreement – September 2022



This document aims to outline essential elements of the partnership staff at Wool Primary are committed to sharing with pupils and parents/carers. In order for all children to **grow** and **flourish**, we ask that everybody follows these essential guidelines. They are underpinned by our **school vision** and **Christian values: love, faith, respect, perseverance, aspiration.**

This agreement should be read alongside our Relationships and Behaviour Policy. All essentials are underpinned by our belief to encourage equity for our children. We believe that all children are able to achieve and **flourish** when their individual needs are met and they are encouraged to engage with appropriate strategies.



The difference between equality and equity - Equality means each child is given the same resources or opportunities. Equity recognises that each child has different circumstances and provides what is needed for them to reach an equal outcome.

Parents/Carers	Pupils	Staff
<p>We will encourage our children to respect school policies by ensuring they wear the correct uniform.</p> <p>We will support and help uphold the therapeutic approach to behaviour in order to work with staff to encourage prosocial feelings and emotions.</p> <p>We will engage with staff through reading newsletters and engaging in parent teacher consultations, additional meetings and workshops.</p> <p>We will promote our children to live healthily and will:</p> <ul style="list-style-type: none"> - provide healthy snacks (fruit and/or vegetables) for children in Key Stage 2. - ensure children have a booking for a hot school meal or bring a packed lunch. - Ensure pupils have a water bottle in school every day. - Encourage children to have a good night's sleep. 	<p>We will follow our Class Agreement and strive to demonstrate RRS through our actions and words (Ready, Respectful, Safe)</p> <p>We will strive to ensure our actions and words reflect our school values: love, faith, respect, perseverance and aspiration.</p> <p>We will use strategies that help us to be ready to learn.</p> <p>We will show respect to others and to property across the whole school day and when attending trips off site.</p> <p>How?</p> <ul style="list-style-type: none"> • Being a good friend • Take care of my books and resources • Wear my school uniform each day with pride • Talk prosocially at home about what I have learnt in school • Read at least 3 times a week outside of the school day • Try my best to complete home learning tasks which are set 	<p>We will collaborate with pupils in order to create Class Agreements which are appropriate for each different age group.</p> <p>We will model prosocial behaviour daily and use the language of RRS (Ready, Respectful, Safe)</p> <p>We will celebrate and value prosocial behaviour through our words and rewards (like awarding Track It Lights and certificates)</p> <p>We will provide a positive ethos in which children are encouraged to learn from mistakes and build skills of perseverance.</p> <p>We will differentiate our approach and given learning tasks according to the needs of individual children.</p>

<p>We will support children's learning at home by sharing books and promoting other home learning challenges.</p> <p>We will be positive role models for pupils by demonstrating how to hold <i>respectful</i> conversations and raise concerns appropriately.</p> <p>Contact the school as soon as possible if my child will be absent on that day.</p> <p>Ensure my child(ren) attend school regularly and on time.</p> <p>Ensure my child is ready for learning by - Having prosocial conversations and interactions before school - Giving my child a substantial breakfast and help build skills of resilience.</p>	<p>We will only bring a mobile phone to school if we have got written permission from a parent/carer. When the school is brought to school it will be given to a staff member at the start of the day and returned at the end of the day.</p>	<p>We will plan an inclusive curriculum and create a timetable that allows time for identified children to receive specific interventions.</p> <p>We will provide prosocial experiences throughout the school day and reflect on practice.</p> <p>We will aspire for all pupils to behave prosocially and support them in times of emotional need.</p> <p>We will promote tolerance, love and <i>respect towards others</i>.</p> <p>We will create and maintain learning environments which will enable each child to reach their full potential and <i>flourish</i>.</p>
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