



Hollinsclough C of E Academy

Home-School Understanding: 2016

Mission Statement

To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community.

We guarantee accessibility and availability to all.'

Developing potential

Introduction

This home-school understanding reflects the principles and values on which this academy is based and to which the governors, the principal and all the staff subscribe. It is hoped that parents and pupils are equally committed to the same ideals and central to this is the partnership developed between the parents, pupils and staff of the school.

The School's responsibilities

We acknowledge our responsibility to support parents in developing each child to their full potential.

Therefore we will:

- provide a friendly and welcoming atmosphere for your child and a secure, stimulating and caring environment in which they can learn,
- ensure that your child is valued for who they are, and who will be helped to make good progress in their spiritual, moral, social, emotional, physical and intellectual development,
- do our best to provide a broad and balanced curriculum, which is well taught and relevant to their needs and their future as individuals and as citizens,
- work in co-operation with parents to resolve issues and problems that may arise,
- provide you with regular information about your child's progress and with opportunities, via open evenings, to meet with staff to discuss concerns or by appointment at other times,
- send home an annual report on your child's progress,
- keep you well informed about school policies and activities through regular letters and newsletters,
- set, mark and monitor homework suitable to your child's needs,
- contact you if there is a problem with your child's attendance, punctuality or behaviour in class or in the playground,
- inform you of any concerns regarding your child's work or health,
- challenge your child to strive for personal excellence in all he or she does or is asked to do,
- encourage success and recognise effort and achievement in all areas of student life,
- go beyond the requirements of the National Curriculum and meet, wherever possible, the individual needs of the child,
- try to develop clear lines of communication between home and school treat parents and pupils with courtesy and respect.

Signed (Class teacher) _____

Date _____

Parental responsibilities

We acknowledge that we, as parents, are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning at school.

Therefore I / we will:

- work with the school in supporting the education of my child,
- see that my child attends school regularly, on time, suitably equipped and dressed in full school uniform,
- make use of the contact book and encourage my child to use it properly,
- support the aims and values of the school community,
- Work in co-operation with staff to resolve issues and problems that may arise and let the school know of any issues that might affect my child's work, behaviour or attendance,
- encourage my child to be enthusiastic about learning, provide opportunities for home learning and support homework from school,
- support the school's policies and guidelines for behaviour and dress code, which are intended to promote the highest standards of behaviour and discipline,
- encourage my child to show kindness and consideration to others and to always behave appropriately, when in school uniform, on their way to, and from, school,
- participate in whatever way possible in school events,
- treat staff and pupils with courtesy and respect.

Signature(s) _____

Date _____

Pupil's responsibilities

I am special to my parents and to my teachers. Because I am special,

I will try to:

- play well with my friends and be kind,
- come to school everyday and in my uniform,
- be well behaved on the way to and from school,
- try and enjoy being at school,
- keep my locker, classroom and the school clean and tidy.
- I also understand that there is only one of me and I have special talents that I must try and use wisely.

Therefore I will try to:

- attend school regularly and on time, bringing with me all the things I need,
- wear school uniform and take a pride in my appearance,
- take care of all school equipment and help keep our school free from litter and graffiti,
- try my best in all my work and be polite, at all times to all pupils, all adults and all visitors to the school,
- be well behaved on the way to and from school,
- behave sensibly so we can be happy and safe as we learn,
- observe all school rules and treat everyone with the respect they deserve,
- try to think for myself and take responsibility for my actions,
- take part in all aspects of school life and be proud of my school.

Signature _____ Date _____

Principal's signature _____ Date _____

A copy of this understanding will be sent to the parent(s)/carer(s)/guardian(s) for their retention.

Dyslexia Friendly

The area of Behaviour and Discipline where applicable adheres to our Dyslexia Friendly Policy

As part of the Dyslexia Friendly Schools Initiative here at Hollinsclough Academy, we recognise the strengths of pupils with dyslexia and aim to use them as pathways to learning. We recognise that pupils with dyslexia are likely to experience higher levels of stress than their peers and that this may impact on their learning and emotional well-being.

Governors and senior managers are committed to supporting pupils with dyslexia across the curriculum. Targets aimed at developing expertise in, and understanding of, dyslexia are reflected in the school's SEN development plan.

All staff have been involved in awareness raising and training sessions in order to recognise compounding factors that may co-exist with dyslexia. They are familiar with the individual learning styles of children and adopt a range of multi-sensory teaching approaches. We feel that early identification of dyslexic tendencies is crucial as it enables early intervention. We have high expectations of all children and the achievement of pupils is seen as everybody's responsibility. We also encourage partnerships with parents.

Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

British Values

Children who attend our academy experience an enabling environment in which they will develop self-knowledge, self-esteem and self-confidence. Coupled with this they will develop the ability to distinguish right from wrong and to respect the civil and criminal law of England.

Within this enabling environment your child or children will develop the ability over time to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Whilst with us, our parents can expect their children to acquire a broad general knowledge of and respect for public institutions and services in England, and to develop a personal character that is tolerant and can foster harmony between different cultural traditions, along with a respect for their own and other cultures.

We firmly believe and encourage our pupils to show respect for other people; and for democracy and the support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To be part of our academy it is unacceptable on the part of any stakeholder to promote discrimination against people or groups on the basis of their belief, opinion or background.

General

This understanding and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision / requirement to ensure full access to all.

Signed...



Designation: Chair of Governors

Date... January 2016

Signed...



Designation: Principal

Date... January 2016