

# **THE NEW RUSH HALL SCHOOL**

## **HOME/SCHOOL AGREEMENT POLICY**

Date Policy Created: Nov 1993  
Reviewed: July 2014

Headteacher: Mr J V d'Abbro  
Chairman of Governors: Mr Greg Sage



THE NEW RUSH HALL SCHOOL



A London Borough of Redbridge School

## **STATEMENT OF INTENT**

### **It is our policy at The New Rush Hall School to:**

- build positive partnerships between home and school which will make it possible for the pupil to achieve his/her potential
- enable a pupil to feel good about her/himself at what is a crucial time in his/her life.
- help parents/carers to have a positive experience of the education system.

### **This will be achieved by regular contact, which will allow the development of close working relationships. Contact takes the form of:**

- regular reviews and open evenings
- contact by telephone
- individual planning meetings for parents/carers and pupils
- weekly reports and home/school books
- Access to the school's Child and Family Counsellor
- Invitation to an annual meeting of the Governors
- Informal discussion

**We will monitor this policy by obtaining regular feedback from parents/carers, pupils and staff through formal and informal discussion. Parents are asked to complete a questionnaire when they come to a review. This will be addressed by the chairperson during the pupil reviews.**

**The information which these questionnaires generate is analysed by the Head of School at least annually and will be used to inform changes of practice. We actively seek parents' and carers' views and use them to inform our practice.**

## **PROCEDURES**

### **Admission Interview**

This is often the parents'/carers' first contact with the school and staff. During this interview parents/carers will be given an outline of the curriculum, of the systems which operate within the school, focusing on the behaviour management policy and the expectations we have of the pupil and his/her parents/carers. It is also an opportunity for

parents/carers to view the school and talk to staff and pupils. They will also be made aware of the support available to their family from the Child and Family Counsellor.

### **Home/School Liaison Officer**

The school has a designated Home/School Liaison Officer who monitors attendance twice daily and contacts parents regarding absence. Where absence is unexplained, or parents/carers are having difficulty in getting their child to school, the Home/School Liaison Officer will make a home visit and, where appropriate, offer transport on a short-term basis. He liaises closely with the Education Welfare Officer and the Police Truancy Team.

### **Reviews**

Parents/carers are invited to regular reviews which are held at the school regarding the pupil's academic and social progress. Parents/carers have the opportunity to offer written comments highlighting areas they may wish to discuss during the review.

### **Open Evenings**

These are held bi-annually, towards the end of the Autumn and the Summer term. Parents/carers are invited to make appointments with staff to discuss the pupil's work, behaviour and progress.

### **Weekly reports**

These are completed in the Secondary Department and sent by post. They enable us to celebrate the pupil's achievements and draw attention to any concerns. The reports also give parents/carers information relating to attendance, punctuality, merits and warnings achieved and ratings for the following week. In more detailed termly reports, staff comment on academic progress, offering an account of the work covered in National Curriculum subjects, and the pupil's behaviour. Importance is given to the role of the form tutor and learning support assistants who comment on each pupil's general progress and behaviour throughout the week or term.

### **Home/School Books**

Home/School Books are used within the Primary Department and take the form of daily correspondence between the class teacher and the parents/carers. The aim is to achieve regular contact and feedback to allow the class teacher and parents/carers to be informed as quickly as possible of areas of success, deserving praise and highlighting areas of concern which may need closer liaison. Parents also receive a detailed report on all progress, including academic progress, in a written report sent out before the June parents' evening. Serious issues will be communicated by telephone.

### **Individual Planning Meetings**

These can be at the instigation of either staff or parents/carers. Parents/carers are encouraged to be involved in individual target setting for home and school. These may take place at home or at school. On most occasions the pupil will be involved. These meetings may be in a formal or informal setting - for example a parent/carer may be invited to attend a class breakfast in the primary department. Where a meeting takes place in the home, separate procedures need to be followed - *see appendix A*

### **Access to Child and Family Counselling**

The school has a Child and Family Counsellor who may visit and meet or work with pupils and their families. Close liaison takes place between the counsellor and both the primary and secondary departments of the school. The counsellor is also involved in the review process. For further details of these services please refer to *appendix B & C*.

### **Governors' Meetings**

Parents/carers are invited by the Governors of the school to attend the **Annual General Meeting**, usually held in the summer term, where Governors report on the activities of the school over the previous year. When vacancies arise, parents are also invited to ballot for the position of Parent Governor.

### **Communication**

Parents/carers are encouraged to have regular communication with staff via informal visits and telephone contact. The school welcomes parents/carers to talk to staff and welcomes this involvement in the pupil's progress. Parents are asked to telephone in advance of visiting to make an appointment, thus ensuring that the person they wish to see is available.

### **Newsletter**

A parents' newsletter is sent out termly and gives parents/carers information about forthcoming events, activities and important dates. It also contains information about activities that the school and pupils have been involved in during the term.

### *Appendix A*

### **Home Visit Procedure**

Where a member of staff feels a home visit would be appropriate, the Home Visit Record form is requested and the purpose of the visit discussed with the Head of School (student support), **prior to the visit.** (*see Appendix B*) A home visit should only take place after a member of the management team has been consulted.

Staff should record the date of home visits and who made it in the home/school index card system.

Following the visit, staff should complete the Home Visit Record form and hand it to the Head of School, who will then place it on the pupil's file.

### *Appendix B*

*Entry taken from NQT Handbook outlining role of CFCC*

#### **The Child & Family Consultation Centre**

Loxford Hall

Loxford Lane

Ilford Essex

Tel: 020 8478 7211

The **CFCC** employs a team of specialists from health and education working together to help children with a range of emotional behavioural and relationship difficulties. Referrals come equally from a wide range of sources and involve children from infancy to adolescence. The specific professions here are those of Psychiatric Social Work (employed within Education), Child and Adolescent Psychiatry, Child psychotherapy and Clinical psychology (employed within Health). Although a range of approaches is used it would be typical that a whole family assessment would constitute our initial approach in order to learn about views of the problem, family stresses and family strengths, in this primary context.

Within the school you and your colleagues will doubtless identify pupils whose performance and behaviour appears to reflect emotional distress or family circumstances. Through discussions with colleagues and meetings with parents you can plan how best to approach the situation. Each school will also have an Educational Psychologist to consult with. Where it seems appropriate that CFCC should be approached, this can happen in a number of ways:

Initial discussion or consultation by telephone or meeting, to clarify whether or when a formal referral would be appropriate.

Referral by letter or form (available from us) by an appropriate member of school staff with the consent of the child and parents unless there are exceptional circumstances.

A direct approach on your advice by the parent (but not where the principal concern is within the school).

By the parent asking another professional with whom they are involved e.g. Health Visitor, Social Worker, to make the referral.

Where the issues concern child protection or other matters where the Department of personal Services may have legal responsibilities the contact should be with their duty officer or the existing social worker where there is one.

We put on occasional seminars about our work here. If you or your colleagues would like to be invited please let us know.

*Appendix C*

**Referral to Child and Family Counsellor**

Staff request from:

Date:

**Pupil's Name:**

**Dob:**

**Class:**

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**Reason for referral**

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**Action desired**

signed:

**Action taken**

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Signed