



Home School Agreement

At Ifield School, we believe in building strong, respectful partnerships between school, parents/carers, and pupils. Together, we aim to support each pupil's individual learning, wellbeing, and development in an engaging and supportive environment.

This agreement outlines our shared commitment to working positively and respectfully for the benefit of every pupil.

The School Will:

- Create a caring, safe, and supportive environment where every pupil is valued, supported, challenged and is successful.
- Deliver a personalised curriculum tailored to meet each pupil's individual needs, strengths, and abilities.
- Communicate openly and regularly with parents/carers regarding progress, needs, and wellbeing.
- Promote communication with parent/carers via face to face meetings, home/school journal and email correspondence via the school office account. All emails will be acknowledged promptly by a member of the Admin Team and a response will be provided by the relevant staff member within two working days.
- Foster positive behaviour and emotional development, using consistent, supportive approaches.
- Work in close partnership with families, therapists, and external agencies to ensure holistic care and support.
- Treat parents and carers as partners in their child's education, listening to their views and concerns with respect.
- Ensure parents/carers who may face communication barriers e.g. English as an Additional Language (EAL) or Hearing Impairment (HI) have equal opportunities to access information and support.
- Promote a culture of dignity, inclusion, and respect across the school community.

Parents/Carers Will:

- Work collaboratively with the school and contribute to planning and reviewing their child's learning and care.
- Share relevant information about their child's needs, health, and routines that supports effective provision.
- Support the school's values, including expectations around attendance, behaviour, and communication.

- Engage respectfully with staff, fostering trust and mutual understanding, whilst following the school's communication process.
 - Attend reviews, meetings, and training opportunities as appropriate, and respond to school communications.
 - Support their child to engage positively with learning and encourage consistency between home and school.
 - Ensure requested or required meetings are scheduled in advance wherever possible.
 - Consider the duration of meetings and frequency of requests to allow for a clear focus and to ensure discussions are as efficient and productive as possible.
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Together, We Will:

- Recognise that every pupil is unique, with their own strengths, challenges, and ways of learning.
 - Approach all interactions with respect, patience, and a shared commitment to each pupil's best interests.
 - Work together to build trust, especially during times of change, challenge, or difficulty.
 - Promote wellbeing, independence, and confidence, helping each pupil to thrive socially, emotionally, and academically.
 - Ensure that all communication is constructive, transparent, and focused on solutions.
 - In the interest of maintaining a respectful and trusting environment, audio recordings of conversations, meetings, or any school-related discussions are not permitted without prior consent from all parties involved.
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Pupil Voice

We will listen to, value, and advocate for the voice and preferences of each pupil in a way that suits their communication style and level of understanding.

Appropriate Communication

At Ifield School, we are committed to ensuring a respectful and supportive environment for all. In the event that communication is no longer purposeful, it may be necessary to end a discussion and suggest that it continues at a later time or with a different member of staff. Any behaviour that causes staff to feel uncomfortable or intimidated will not be tolerated. To support positive and constructive dialogue, the Headteacher may introduce a communication protocol to clarify expectations and procedures for all involved. If challenges persist, the Headteacher may consider limiting communication methods or access to the school site in order to prioritise the wellbeing and safety of the entire school community.