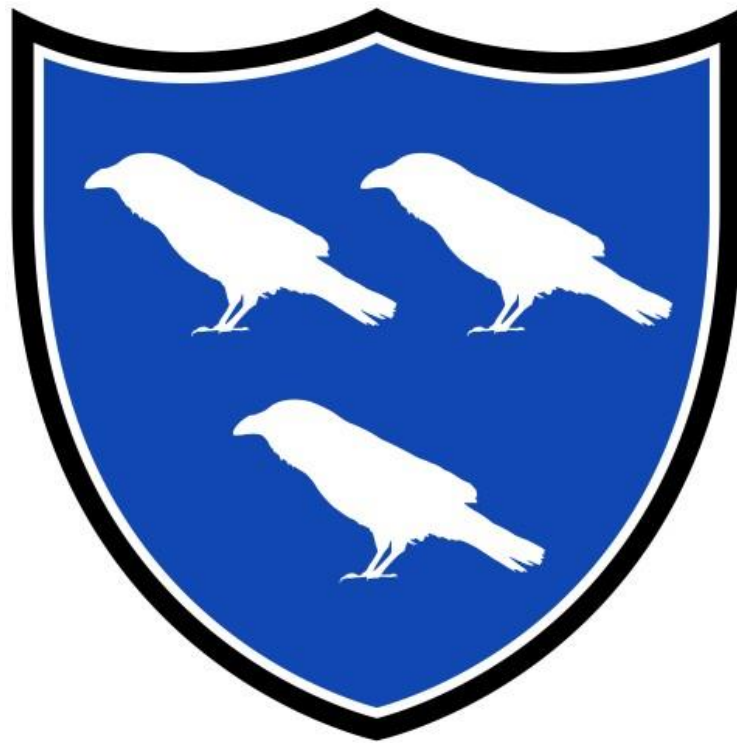


# Valley Primary School



## Working Together Policy

September 2020

## Rationale

**‘...if you’ve not had any engagement with your child’s school then it can be daunting. You don’t realise that you can have such a valuable input, even in just a small way.’  
(Parent)**

Valley Primary School encourages close links with parents and the community as we believe pupils benefit when relationships between home and school are positive.

A successful home –school relationship can be the key element in making a school stronger, more effective and, more importantly, have a substantial and positive impact on achievement.

Effective parent partnerships have many significant, lasting benefits:

- increased parental participation in and support for the life and work of the school;
- increased parental understanding of the curriculum on offer and aspects of day-to-day life at school;
- a greater willingness for parents and the school to share information and tackle misunderstandings and problems at an early stage;
- improved levels of achievement – parents’ active encouragement and support for children’s learning produces tangible academic benefits that last throughout a child’s school career;
- more positive pupil attitudes and behaviour towards school, attendance, themselves and their peers.

Throughout the school year we look to deliver a programme of parental information sessions on supporting learning at home within specific subjects as well as other areas of your child’s development linked to their overall behaviour and wellbeing. Much of the information shared in these sessions will also be accessible via the new school website.

A key feature of any successful home-school partnership is receiving regular feedback from parents and building effective forums for the parents’ voice to be heard to allow us to improve on our previous best. The following forums are already established to allow a two-way dialogue between home and school:

- September’s Meet the Teacher event;
- November’s Parent Consultations
- February’s Parent Consultations
- July’s Open Evening
- The annual End of Year Report
- The Bi-annual Parent Survey

By developing parental engagement *for* learning, *through* learning and *about* learning, we hope that, together, we can further enhance the learning outcomes for every Valley pupil.

# The Staff Structure at Valley



**Mr Jackson**  
Headteacher



**Mrs Mulla**  
Deputy Headteacher  
(Assessment & Standards)



**Mrs Bradley**  
Assistant Head  
(Special Needs Co-ordinator SENCo)



**Mrs Coulson**  
Assistant Head  
(Behaviour & Welfare)



**Mrs Marchant**  
Business Manager

The Head Teacher, Deputy and Assistant Head Teachers along with the Business Manager form the Core Senior Leadership Team (SLT)

The wider SLT is made up of the staff members above who assist in leading improvements in key school development priorities such as English, Maths and the wider curriculum.

# Our Partnership



Valley Primary School's Home-School Partnership clearly sets out the role of the teacher, pupil and parent in working together to secure the best possible outcomes for the children we serve.

Positive, home-school partnerships are crucial to the overall success and happiness of pupils and clear lines of communication which allow for open, honest dialogue are essential.

We would like to think that parents are happy with Valley as their choice of school but we are also aware that, from time to time, concerns and queries arise. Parents are kindly requested to follow the steps below when raising a concern or query.

## **Step 1 – Meet with the Class Teacher**

The majority of concerns raised by parents are related to their child's experience at school and these be discussed with your child's Class Teacher in the first instance. Appointments can be made via: [admin@valley.bromley.sch.uk](mailto:admin@valley.bromley.sch.uk)



## **Step 2 – A second meeting with the Class Teacher**

If the issue has not been resolved or sufficient progress hasn't been made in response to the original concern, a follow-up meeting should be held with the Class Teacher.



## **Step 3 – A meeting with the Deputy Headteacher or Assistant Headteachers**

It is hoped that the majority of concerns can be addressed through Steps 1 and 2 but if the original issue is still ongoing, a meeting should be arranged with the Deputy Headteacher or one of the Assistant Headteachers. The School Structure sheet outlines their areas of responsibility to help you channel your concern to the correct senior staff member. Appointments can be made via the school office. Steps 2 and 3 form Stage 1 of the school's formal complaints policy.



## **Step 4 – Meeting with the Headteacher**

If all earlier attempts to rectify a concern have failed, then a meeting with the Headteacher should be arranged. If, after meeting with the Headteacher, you are still not satisfied, then parents have the option of following the school's complaints policy which can be found on the school website.

This step forms Stage 2 of the school complaints policy.

In order to follow a complaint through the formal stages, it is important that all earlier stages have been followed and evidence provided that from both the parents and the school that attempts have been made to resolve problems at Stage 1, 2 and 3 in the flow chart above.

*As a school, learning is our core business and we are always keen to discuss better ways of doing things. The termly Parent-Governor Forums are an effective channel of communication to discuss aspects of the day-to-day running of the school. Parental feedback is welcomed at these Forums on a range of topics to help us, as a school, to improve on our previous best.*

The vast majority of parents, carers and other visitors to the school are keen to work with us and are supportive. However, a minority of adults have a negative attitude towards the school and this can sometimes result in aggressive behaviour.

It is an offence under section 547 of the Education Act 1997 for any person (including parents/carers) to cause a nuisance or disturbance on school premises. The police may be called to assist the school in removing a parent but local authorities and governing bodies may also authorise the removal of a person if they have reasonable cause to believe that the person is causing a nuisance or disturbance.

The Trust expects its staff to behave professionally in these situations and attempt to diffuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all staff have the right to work without fear of violence and abuse and the right in extreme cases, of appropriate self-defence.

The Trust expects parents and other visitors to behave in a reasonable way towards school staff.

This policy outlines the steps that will be taken where parents'/carers' and other adults behaviour is unacceptable. The school has a separate policy for dealing with persistent or vexatious complaints / harassment.

### **Behaviour – types of behaviour that are considered serious and unacceptable and will not be tolerated**

This list is not exhaustive but seeks to provide illustrations of unacceptable behaviour.

- Shouting at members of staff, either in person or on the telephone
- Physically intimidating a member of staff
- The use of aggressive hand gestures
- Threatening members of staff
- Shaking or holding a fist towards another person
- Writing abusive comments about a member of staff (emails/social networking etc)
- Swearing at a member of staff
- Pushing or hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments
- Breaking the school's security procedures

### **Procedure**

When a parent or member of the public behaves in an unacceptable way towards a member of school staff the appropriate member of the Senior Leadership team will seek to resolve the situation through discussion and mediation. If necessary the school's complaints procedure should be followed.

Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent, carer or other adult may be banned by the Head Teacher from the school premises for a period of time, subject to review.

Prior to being banned the following steps will be taken:

1. The adult will be warned, in writing, that s/he is banned from the premises, subject to review, and what will happen if the ban is breached e.g. that an injunction may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the police will be included.
3. The Chair of Governors will be informed of the ban.
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

### **Responding to Communications**

We now live in an age where all of us expect an instant response especially to our e-mail communications. The role of a teacher is a busy and varied one and they do not always have free access to their e-mails during the working day.

Communications will be responded to within the school working day (between the hours of 8am and 6pm) and, in the majority of cases, parents can expect a response to their communication within 48hrs.

The Governors and Head Teacher respect the fact that members of staff are entitled to family time away from work and, therefore, in the majority of cases, responses to parental communications will not be sent in the evenings or at weekends and holiday periods.

### **Conclusion**

Pupils learn best when there is a positive partnership between home and school and this can only happen when both parties behave in an acceptable way.

Where a parent's behaviour is either unacceptable or serious it will not be possible to continue working with him/her and, as a final resort, legal action may be taken.

Equally, the formal complaints procedure should be used when parents feel the behaviour or conduct of a member of staff is unacceptable.

Valley Primary School will take action where behaviour is unacceptable or serious and breaches our policy or health and safety legislation.

Reviewed: September 2020

Next Review Date: September 2022