



**Transforming  
Futures**  
TRUST



# Family Partnership Policy

Policy Information	
Policy Owner	Kirsty Thistlethwaite
Issue Version	1.0
Approving Committee	CPG
Adopted Date	January 2024
Review Cycle	Tri-Annual
Last Review Date	January 2024
Next Review Date	January 2027

## Adoption of the Policy

This Policy has been adopted and reviewed by the CPG of Courtlands School

**Date: 24.01.24**

## **FAMILY PARTNERSHIP POLICY**

### **1. Introduction:**

We recognise that supporting pupils to thrive is a focus for the school and wider family network. At Courtlands we work in partnership with families based upon mutual respect and trust. We believe that parents and carers have a responsibility to support their children and school in implementing school policies and fulfilling the expectations outlined in our Home School Agreement. We are a learning community that is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our pupils. We endeavour to enable all members of our pupils' families to be the very best they can be in all areas of their lives. We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.

### **2. Purpose:**

This policy outlines how we work with families of our pupils to ensure they benefit from clear communication, joined up working and a shared mission to enable students to thrive in our school family.

### **3. Legal Framework:**

Courtlands acknowledges the obligations associated with the Children Act 1989, the Human Rights Act 1998 and the Equality Act 2010. We also follow current DfE guidance 'Keeping children safe in education' (2023), 'Working together to safeguard children' (2018)<sup>1</sup>, HM Government advice 'What to do if you're worried a child is being abused' (2015) and Plymouth City Council's Partnership policies, procedures, guidance, and protocols. We will take immediate action, where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, always, is the welfare and safety of all members of Courtlands' community, including children, staff, families, and visitors.

### **4. Assess: Identifying Need and Successes**

We operate comprehensive consultation and induction processes that enable us to develop strong relationship with all our pupils' families. We create a culture and foster an ethos where all our pupils' family members feel welcomed, heard, and valued. We do this by being available at reasonable times for direct communication with families via telephone, Tapestry, email, Arbor or face to face. The class teacher is identified as the initial point of contact for every pupil, unless personalised planning identifies an alternative option for contact, for example, a member of the Pupil and Family Support Team.

### **5. Plan: Knowledge, Understanding and Empathy.**

We know that at the heart of strong relationships is good communication. All our strategies are designed to ensure the very best possible progress for each pupil, personalised in the context of our designation and core offer.

### **6. Do: Strategies for Developing Positive Relationships**

The following list includes some examples but is not an exhaustive list of all the actions we take in partnership with our families:

- In agreement with families, we make contact regularly, using the most convenient form of communication from the range we offer: face to face, text message or email via Arbor, direct email between staff and parent/carer, telephone calls, and memo's via Tapestry etc.
- We celebrate Pupil successes across all their areas of development and know how vital it is to build strong, positive relationships that recognise how pupils are progressing.
- We use daily behaviour scores (am and pm) and also send weekly positive postcards as well as celebrating certificates to evidence pupil success.
- Where pupils are struggling, as part of a positive support plan we will increase the rate of communication to meet the needs of the pupils to provide the best support. This may mean more than

a daily phone call, e.g. to confirm a pupil is settled, to give updates on their 5-point scale or to give indications of the progress across their day.

- All contact will be done with mutual consent of the families and school team working alongside the pupil.
- At a minimum we will aim to have at least weekly telephone contact as a regular check in with families to celebrate success and identify any emerging worries or concerns.
- We will provide regular and clear written communication to update families on the developing school community, via the school newsletter.
- We will provide at least half termly progress reporting on a pupil's academic and personal progress.
- Where we have concerns about a pupil, we will communicate these with families as soon as possible and in line with our other policies, e.g., linked to safeguarding and positive relationships.
- Meeting with our staff team and associated professionals is encouraged and we give sufficient notice to enable attendance at all family events, pupil progress reviews and the annual review meeting.
- We will facilitate regular Family Groups to enable our families to feel connected and involved with our school community.

### **7. Review: Seeking Views**

Through our regular contact with families, we seek views about individual pupil experiences. We also send out at least a termly survey, via email, seeking views and feedback. We welcome positive and constructive feedback in all its forms and recognise that we are a learning, growing school community with areas to further develop. Where views are gathered from our family populations, we share outcomes and feedback in the form of 'You Said, We Did' information.

We aim to develop an active Family Group with regular social events both to raise funds for improving our school community but also provide our families with a safe and supportive environment in which to get informal support from others who share a similar family experience. We welcome any parent or carer who wishes to participate in establishing this.

### **8. Staff Training & Development**

We are committed to training all relevant staff in effective positive family partnership training including: the principles and purpose of our policy, our legal responsibilities, how to recognise, regulate, de-escalate and address/report on concerns and where to seek and signpost for support.

### **9. Safeguarding and Child Protection**

Courtlands will always consider whether a pupil's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm; or whether their behaviour might be the result of unmet educational or other needs. All child protection concerns will be addressed in accordance with our 'Child Protection and Safeguarding Policy'.

### **10. Behaviour on or outside of Courtlands premises**

Where serious misbehaviour on our premises or our social media channels, is experienced by and/or reported to staff, a decision whether to intervene will be made by the Head of School or an identified senior member of staff. Any repeated poor behaviour or use of abusive language to staff may lead to a parent/carers or family member being asked to stay offsite.

Careful, pupil-centred decision-making is made about reporting behaviour, including social media usage to the police, though appropriate notifications are always made and clearly documented. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. A decision whether to involve the police, will be made by the Head of School or identified lead teacher.

## **11. Complaints**

Pupils, staff, parents, carers and placing authorities are all able to complain to Courtlands, if they are unhappy with any aspect of the education or care provided. All complaints are taken seriously and will be dealt with, without delay. For further information, see our 'Complaints Policy'. All complaints concerning allegations of child abuse will always be addressed in accordance with our 'Child Protection Policy'.

## **12. Implementation, monitoring, evaluation and review**

The designated senior member of staff with overall responsibility for the implementation, monitoring, and evaluation of the 'Family Partnership Policy' are the Pupil & Family Support Team and Assistant Head for Pupil and Family Support. These designated members of staff are also responsible for ensuring that all pupils, staff, parents, carers, and relevant professional partners are aware of our policy. All pupils and staff are informed about this policy during their induction and are reminded of the procedures, as necessary. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. An electronic copy is posted on our website: [Courtlands School - Home \(transformingfutures.org.uk\)](https://www.courtlandsschool.org.uk)

This policy document will be reviewed and publicised in writing, at least every 3 years and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

## **APPENDIX 1: Home School Agreement**

### **Home School Agreement**

#### **HOME – SCHOOL – COMMUNITY**

Being part of Courtlands School means taking part in an active learning community where respect, achievement, responsibility, and teamwork are central to the success of all of us.

Our Home-School-Community Agreement sets out the expectations that the school has of you as a family and what you can expect from us as a school family. The core purpose of the school is to ensure that you can learn to the very best of your ability.

As a pupil at Courtlands School, you are expected to:

Respect all aspects of the school community: peers, staff, resources and opportunities.

Take responsibility for your learning, progress, and success.

Arrive on time every day with a positive attitude.

Be safe, follow instructions and talk about any concerns.

Represent the school to the best of your ability on site and in the wider community.

Respect of Self – Respect of Others – Respect our Environment

Agreeing to our expectations means:

Pupils – take responsibility for their actions, progress, learning, success and relationships with others by treating everyone with respect.

Families – work in partnership by communicating with school staff and supporting our expectations, celebrating successes, and discussing concerns.

Staff – provide challenging, engaging and personalised learning experiences, supporting pupils to achieve their full potential.

By signing the Home- School-Community Agreement, we are all making a commitment to be a positive, active and successful member of the Courtlands School community.

Name:

Signature:

Date: