

# **ST. DAVID'S HIGH SCHOOL**

## **PARTNERSHIP POLICY**

**Reviewed by Governors  
October 2024**



## INTRODUCTION

Relationships between parents and schools continue to be a major concern for all those who have an interest in the education, welfare and development of children and young people. Most teachers accept (though not necessarily with enthusiasm) the importance of working effectively with parents, and also accept that achieving this is a key task for all schools and teachers. The ways in which this can be done will depend on, and relate to:

1. *The size type and age range of the school*
2. *The nature of its pupil intake, and their culture and background*
3. *The school's previous history of home-school liaison*

Work is now becoming more and more embedded in the way that schools go about their everyday business. In addition to a wide range of **legal requirements**, it is now part of their development planning, the way they are inspected and the training of new teachers.

Like politicians and professionals, parents also have widely differing viewpoints and experience and they speak with many voices.

"Amongst parents as a whole there has been a slow, but definite, shift of attitudes away from deference, puzzlement and helplessness, towards a general recognition that parents do have a formal right to information and access concerning their children's schooling and to share in decisions regarding this." (Jones, G 1992)

There is a growing body of research which summarises the spirit of parent' general expectations as follows:

Parents share many common expectations. They want

1. *The best for their children – in schooling, as in everything else. This means for most, a high quality, broad education, in a caring, effective institution.*
2. *Regular, reliable and accessible information about what the school is doing and how this affects their children.*
3. *Information about their children's progress and achievements, about problems and especially, help in identifying ways in which they themselves can support their children's learning.*
4. *Finally most parents want to be taken seriously – to have a say and be listened to, to contribute to the life and work of the school and to their children's part in it."*

Whilst there is a general agreement about the need for parents' rights and entitlements to be both clearer and stronger, there is also a growing sense that this needs to be balanced by a corresponding sense of their obligations and responsibilities. There is little doubt that the education of the young is a complicated and challenging business, even more so now in view of the many changes that have taken place in education specifically, and society generally, in recent years.

***To be successful we need to***

- 1. Bring together the main partners*
- 2. Establish both common ground and significant differences*
- 3. Identify effective ways of working together*

This will not be a straightforward matter.

***It will be complicated by issue of***

- 1. Mutual trust and confidence*
- 2. Culture and of language*
- 3. The need for all those involved to consult, listen and attend to one another*
- 4. The need to search for appropriate ways of making decisions and formulating both shared policy and an agreed approach*

***Implementation***

- 1. New students and their parents will be informed of the Home School Partnership and the contents.*
- 2. All parents and students are asked to sign the partnership Policy. A copy will be stored in school and another at the student's home*
- 3. The partnership Policy may be referred to in discussions with Home and School during the time a student attend St. David's*

**It is against this general background that our exploration of a "Partnership Policy", "Home-School Contract or Agreement" has to take place.**

*Extracts taken from*

*"Home-School Contracts Agreements – Opportunity or Threat?" by John Bastiani*

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# General Expectations

One of the expectations at St. David's High School is that everyone will act with courtesy and consideration to others at all times.

This means that:

1. **You will always try to understand other people's point of view.**
2. **You have the right to feel safe in school. Bullying (in any form) is taken seriously and will NOT be tolerated.**
3. **In class you make it as easy as possible for everyone to learn and for the teacher to teach.** (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.)
4. **You move gently and quietly about school.** (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.). Because of our narrow corridors it would help if we all keep to the left at all times.
5. **You always speak politely to everyone** (even if you feel bad tempered!) and use a low voice.
6. **You are silent** whenever you are required to be.
7. **You keep your school clean and tidy** so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work.)
8. **Out of school**, walking locally or with a school group, you always remember that your school's reputation depends on the way you behave and the way in which other members of the community see you.

# Classroom Expectations

Classrooms (including labs, workshops, computer areas and sports areas) are your places of work. Just as in any factory or office, there need to be clearly understood guidelines and expectations to allow everyone to work successfully, safely and enjoyably.

## 1. Start of Lessons

- Enter rooms in a quiet, orderly fashion and go straight to your workplace.
- Take off and put away any outdoor wear (not on desks).
- Take out books, pens and equipment necessary for the lesson.
- Put bags away (not on desks).

## 2. During Lessons

- When your teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question, put up your hand to answer: do not call out (unless you are asked for quick ideas).
- You must have pen, pencil, ruler, diary and any books or folders needed.
- You are expected to work sensibly with your classmates: do not distract or annoy them.
- If you arrive late without justifiable cause you can expect to be detained for the amount of time you missed in order to make up the work. (This is likely to be arranged by your subject teacher to take place in your own time.)
- Homework must be recorded in your diary.
- Eating, drinking and chewing are not allowed: if caught you will have to empty your mouth and hand in any other food or drink.
- Mobile phones, personal stereos, CD players, radios, magazines or other distractions are not allowed: they will be confiscated.
- You must not leave a lesson without permission from your teacher.
- All mobile phones must be turned off; failure to do so may result in the phone being confiscated.
- Downloading inappropriate material via computer or mobile phone is strictly prohibited.

## 3. End of Lessons

- The school bell is not a signal for you: it is for the information of your teacher.
- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- When told, stand and push in or put up your chairs; any litter should be picked up and placed in the classroom waste bin.
- Only when your teacher finally tells you to go may you leave the room.

### **Finally, but most importantly:**

Teachers are in the position of parents/guardians while you are in school. This means in particular that:

- There is no excuse for rudeness, disrespect or insolence towards teachers.
- Any reasonable request from a teacher should be carried out at once and without argument.

**Breaking either of these basic rules will not be tolerated and will be treated as a VERY serious matter indeed.**