



Kings Langley School

Unlocking Potential for Life

Home School Agreement Policy

Date Agreed – March 2026

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RATIONAL

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character"

CHARACTER DEVELOPMENT: COMMITMENT TO EQUALITY AND DIVERSITY

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

RATIONALE

The purpose of this Home-School Agreement is to clarify the school’s aims and objectives and to focus on the vital partnership between school and home which will allow us to realise these aims. This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community” and to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our stated aim of developing “strong character” including aspects of “stickability, self-regulation and empathy. By valuing effort, commitment and determination we will endeavour to ensure that our young people understand the difference between pleasure, which is always to do with personal consumption and is transitory, and lasting fulfilment – which is realised through sustained effort and generous interaction with others. At the end of this document is an outline of the expected behaviours and commitments from parents which will help the school achieve its objectives (see the Home School Agreement for details). Similarly, this attachment highlights expectations of both the school and students.



Parents should understand that the school will not allow any of its staff to be subjected to verbal abuse or any form of threatening or intimidating behaviour. Parents who engage in this type of behaviour can expect to have only limited access to the school (notwithstanding their statutory rights to receive updates on their child's progress).

Although the school will always endeavour to communicate fully and regularly with parents, it should be understood that the school cannot be held accountable to individual or small groups of parents. Parents will not be able to direct the school to act in a particular fashion. For example, press demands that a child is moved to another teaching group or expect communication on general issues of classroom or behaviour management.

We will endeavour to: -

“Ensure the happiness of every individual in our school community by providing opportunities for growth and excellence through the education of the whole person”

We will achieve this by: -

- Pursuing the highest standards in teaching and learning both in and outside the classroom.
- Ensuring our students are exposed to a range of experiences which will help them develop strong character and personal resilience so that they may face all challenges and develop the ability to make reasoned, independent decisions when faced with a choice (Phronesis).
- Adhering to very high and non-negotiable standards of behaviour and mutual respect founded on a belief in unwavering moral values.

We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our nationally recognised Character Development programme places considerable emphasis on personal responsibility and the ability to empathise with others, it is at the very heart of all that we do.

We are creating an **inclusive** school community where:

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- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others. Our Character Development Programme constantly stresses that kindness and generosity of spirit are nearly always reflected back when interacting with others.



- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision. Strong Character is assimilated by modelling the behaviours of others and therefore each individual in our community must accept their responsibility in committing to the well-being of our school community in its widest sense
- We work collaboratively with parents and other partners to ensure our young people grow into confident and mature individuals. It is our aim to develop rounded individuals who are personally confident, articulate and able to plan and control their future progression and happiness.

PURPOSE

- To ensure that students, parents and staff are clear about their responsibilities in ensuring an effective learning partnership.
- To articulate clear standards of service and expectations of behaviour that might reasonably be expected from all involved in the partnership

GUIDELINES

- The Headteacher will ensure that the home-school agreement is reviewed at least every two years, taking into account the views of parents, school staff, governors and students. This policy relates most closely to the homework, student behaviour and attendance policies. It also has links with student assessment, inclusion and equality and teaching and learning policies.
- Arrangements for monitoring and evaluation of this policy will rest with the governors' Curriculum Committee. Where appropriate, action points will be carried through to the school improvement plan.
- Although parents are not obliged to sign the agreement (see attachment) it is hoped that all parents will sign the agreement when their child first joins the school. A copy of the signed agreement will be kept with the child's school records.
- Should a parent repeatedly feel that they are unable to comply with the home-school agreement (signed or not), it is anticipated that for the good of their child, they would seek to educate their child at a different school.



HOME-SCHOOL PARTNERSHIP AGREEMENT – PARENT/STUDENT COPY

A student’s education starts at home and continues as a partnership between home and school. To provide maximum opportunity for success, we must:

	As parents we/I will do our/my best to ...	As a student I will do my best to ...	As a school we will do our best to ...
Being ready for school	<p>Support the school uniform and dress code and accept that there cannot be individual negotiation of defined standards.</p> <p>Ensure our/my child is appropriately equipped for the day and that he/she has the correct books for timetabled lessons.</p>	<p>Keep to the school dress code (shirt tucked in, tie done up, hair neat and tidy) at all times inside and outside of the school.</p> <p>Check my timetable to ensure that I have the right equipment/books for the day’s lessons</p>	<p>Set high standards and expectations for overall presentation.</p> <p>Ensure that students are fully aware of the requirements for each area of the curriculum.</p>
Attendance and Punctuality	<p>Ensure regular attendance and punctual arrival at school and only allow absence when our/my child is genuinely sick.</p> <p>Inform the school when our/my child is absent (<i>on the first day of absence</i>).</p> <p>Seek leave of absence only in very exceptional circumstances (<i>all holidays should be booked out of term time</i>).</p>	<p>Attend school whenever possible ensuring I only take time off when absolutely necessary</p> <p>Ensure that I arrive at all lessons on time and ready to learn.</p>	<p>Encourage good attendance and punctuality.</p> <p>Scrutinise all absences thoroughly and provide additional support for the student and family, if appropriate.</p> <p>Ensure the efficient monitoring and appropriate analysis of attendance and punctuality data using suitable data systems.</p>
Class and homework	<p>Encourage our/my child to do their best.</p> <p>Provide a quiet and suitable environment for the completion of homework.</p>	<p>Regularly check the Microsoft TEAMS Application to check all homework set and submission dates</p>	<p>Stimulate all students through well-planned lessons that challenge all abilities with suitably differentiated material.</p>



	<p>Verify that homework is completed <i>to set deadlines</i>. Check the homework timetable regularly and be aware of assignments through the Microsoft TEAMS APP.</p>	<p>Spend a reasonable amount of time on completing homework to the best of my ability, planning my time carefully</p> <p>Ensure that all work is handed in by the set deadlines.</p> <p>Ensure I stay focused, determined and prepared to succeed.</p>	<p>Set homework (recorded on Microsoft TEAMS) that has clear objectives, which are understood by <i>all</i> students. Reward and praise sustained effort and academic achievement. Celebrate student success through appropriate display.</p>
<p>Behaviour</p>	<p>Encourage good and tolerant behaviour by our/my child.</p> <p>Support the school guidelines for behaviour, including the anti-bullying policy, and encourage our/my child to take responsibility for their actions.</p> <p>Instil a clear sense of justice, respect for others and a consistent moral code reflecting the school's "character development" objectives.</p> <p>Understand that staff have access to a wide range of information when dealing with incidents at school and trust the professional judgement of teachers when dealing with behavioural issues.</p>	<p>Respect all members of the school community. Respect other people's belongings, school equipment and the environment. Take full responsibility for my actions, without trying to blame others or find distracting excuses. Accept the reasonable authority of teachers at the school without unnecessary challenge. Never bully others. Speak to students, teachers and other staff in a respectful manner. Understand that all individuals are equally valued regardless of any differences Ensure mobile phones are switched off on the school site.</p>	<p>Seek, encourage and acknowledge good behaviour.</p> <p>Consistently maintain clear standards of behaviour and conduct by promoting our Character Development Programme</p> <p>Insist on respect for each other's views and property. Implement fairly and consistently the school's behaviour and anti-bullying policies.</p> <p>Treat students with sensitivity and respect at all times.</p> <p>Ensure that the school's ethos of developing strong character is modelled in the way that staff behave and deal with individuals</p>



	As parents we/I will do our/my best to ...	As a student I will do my best to ...	As a school we will do our best to ...
Pastoral Support	<p>Inform the school of <i>any</i> problems or difficulties likely to affect our/my child's learning.</p> <p>Remain calm and supportive so that anxiety and stress is not transmitted to the child</p>	<p>Offer help to others, even those that are not my friends.</p> <p>Treat all students in my school in a respectful and polite manner.</p> <p>Take a pride in upholding the school's reputation.</p>	<p>Do all that is possible to ensure that our students develop in confidence, are able to make the right choices and have a clear sense of their own worth.</p> <p>Ensure that our students enjoy their school days.</p> <p>Provide opportunities for spiritual and cultural development both in and out of the classroom.</p>
Links with school	<p>Attend parents' evenings/meetings.</p> <p>Support the school behaviour and discipline structure, reinforcing the code of conduct and commitment to the development of "strong character" wherever possible.</p> <p>Take appropriate and prompt action in response to letters or other communications.</p> <p>Refer to the school's detailed communication policy and procedures and only use prescribed methods of communication paying due regard to published protocols and communication timeframes</p>	<p>Ensure letters and other documents get home promptly.</p> <p>Communicate honestly about matters at school, ensuring that no important information is omitted.</p>	<p>Hold parents' meetings on a regular basis.</p> <p>Assess student progress, attendance and punctuality regularly and report to parents when appropriate.</p> <p>Communicate student success to parents.</p> <p>Communicate any concerns to parents (adhering carefully to the published communication policy and related protocols)</p>



	Ensure the schools stance on mobile phones is supported.		Offer opportunities to our students for service in the wider community.
Extra-curricular opportunities	Support school events and functions. Encourage our/my child to take part in extra-curricular activities which extend their interests, skills and social development.	Take an active rather than passive role in my own development by taking advantage of activities available.	Provide a variety of opportunities for students of <i>all</i> abilities and aptitudes to enrich their learning experiences, both at lunch breaks and after school. Provide revision, intervention activities and study support sessions for specific groups of students.
Signature(s) and Date	Parent(s) name(s): Parent(s) signature (s):	Student name: Student Signature:	Headteacher : Mr David Fisher

PLEASE KEEP A COPY OF THIS FORM FOR YOUR REFERENCE