



HAYTON CE PRIMARY SCHOOL

HOME-SCHOOL AGREEMENT

2025 - 2026

APPROVED BY¹: The Governing Body
Name: Sarah Threlkeld-Brown
Position: Head Teacher
Signed:

Date: Sept 2025 **Review Date²:** Sept 2026

¹ The Governing Body is free to delegate approval of this Agreement to a Committee of the Governing Body, an individual Governor or the Head teacher.

² The Governing body is free to determine the review frequency of this Agreement

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	June 2015
2	Reviewed	June 2016
3	Reviewed	September 2017
4.	Reviewed	April 2018
5.	Reviewed and minor amendments made	April 2019
6.	Reviewed	April 2020
7.	Reviewed	April 2021
8.	Reviewed	April 2022
9.	Reviewed and amended	Sept 22
10.	Reviewed and amended	Sept 23
11.	Reviewed and amended	Sept 24
12.	Reviewed – no changes	Sept 25

HAYTON C of E PRIMARY SCHOOL - Home-School Agreement

“Start children off the way they should go, and even when they are old they will not turn from it.” [Proverbs 22:6]

“Mighty oaks from little acorns grow.”

1. School Mission Statement

We at Hayton C of E Primary School are dedicated to securing transformational outcomes for all, to become lifelong learners with strong personal values and enquiring minds, ready to take on our responsibilities as global citizens – all rooted in God’s love.

2. School Ethos

Hayton CE Primary School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. In order to achieve this, teachers aim to deliver exceptional lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that Hayton CE Primary School is a positive and safe place to be.

For the school to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, pupils and parents/carers). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of expectations from all parties involved in their education will create adults with similarly high standards.

“All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.” (DfE Sept 22)

Our school sets high expectations through our school’s ‘GREAT’ Expectations:

- **G – good to talk; even better to listen**
- **R – respect yourself, each other and the world**
- **E - enjoy and achieve responsibly**
- **A – able to make mistakes and learn from them**
- **T – together we are #teamhayton where we all work together to ‘REACH FOR THE STARS’**

Our school believes that these GREAT Expectations are firmly rooted within ‘God’s love’ and our school’s Christian Values of: **Love, Joy, Aspiration and Wonder.**

3. Introduction

This Home-School Agreement reflects key policies within the school. The Agreement is designed to support all members of the school community to be clear about and able to fulfil their role in ensuring each young person can be 'the best they can'. It is assumed that all members of the school community agree with this document in its entirety and, if an issue arises, will conform fully to its expectations. Where this is not the case, parents/guardians must communicate this to the school, in writing, stating precisely the concern they have and stating their reason for not supporting the contents of this Agreement fully.

4. Behaviour

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos which is built on a shared commitment to displaying courtesy, care, kindness and consideration at all times to all people within the school and wider community. The expectations of staff, pupils and parents are outlined below. Further information on the behaviour standards expected from all members of the school community may be found in our Whole School Behaviour Policy, which is available on request.

4.1 What Pupils Can Expect from School

Pupils can expect staff and other adults working in the school to:

- treat them fairly with care, courtesy and kindness;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to them at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour witnessed or reported to them;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours they wish to see.

"Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning." (DfE Sept 2022)

4.2 What School Expects from Pupils

School expects pupils to:

- wear full school uniform correctly;
- follow instructions given by staff and other adults without arguing;
- put up their hand to indicate that they wish to speak;
- use appropriate language;
- follow classroom expectations and procedures and not disrupt the learning of other pupils;
- tell the truth and learn from their mistakes;

- care for the classroom and resources, respecting others' property;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for their behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school procedures;
- report to a teacher or other adult any bullying behaviour by others including cyber bullying;
- behave appropriately when outside school;
- be ambassadors for the school.

4.3 What School Expects from Parents/Carers

School expects parents/carers to:

- treat staff and other adults in the school with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly, respectfully and safely whilst on school premises and on the school hill;
- report any issues parents/carers may have relating to members of staff directly to school;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment, and has their full P.E. kit in school when required;
- ensure that their child attends school regularly;
- encourage their child to have high standards of behaviour in and out of school;
- support reasonable behaviour actions of the school if necessary;
- work with school to help their child accept responsibility for their behaviour and actions;
- support the sanction applied where a child has been unfair, unjust, physically violent or discriminatory, thus ensuring their child receives a clear and powerful message that this type of behaviour will not be tolerated at school or at home;
- inform the school of any problems that may affect the child's work or behaviour;
- support the school in its use of rewards and sanctions;
- take some responsibility for the behaviour of their child;
- discuss any issues of concern in a calm and non-aggressive or threatening manner;
- share any concern about the way that their child has been treated, in a courteous and discrete manner (i.e. discussing a disagreement with the teacher out of earshot of the child and/or other parents);
- report any incidents of bullying including cyber bullying as soon as they are discovered;
- refrain from smoking / vaping on the school premises;
- refrain from using foul language in earshot of any child in or around the school premises;
- support the school's approach to E-safety and not upload or post to the internet any pictures, video or text that could upset, offend or threaten the safety and reputation of any member of the school community or bring the school into disrepute.

"The role of parents is crucial in helping schools develop and maintain good behaviour. ... [they] have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate " **(DfE Sept 2022)**

4.4 What Parents/Carers Can Expect from Staff and Other Adults in the School

Parents/Carers can expect staff and other adults working in the school to:

- treat them with respect;
- set high standards of work and behaviour for all children in their care;
- deal promptly with any incidents of bullying regardless of whether their child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with the Whole School Behaviour Policy;
- promote and reward positive behaviour;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss their child's actions with them, give a warning and ensure that their child knows what the penalty will be should they continue to misbehave;
- let them know if there are any concerns about a child's work, attendance or behaviour early in the term to ensure early intervention.

5. Learning

Learning is the core purpose of the school. It is the aim of all members of staff and other adults to ensure the highest standards of progress and attainment are reached with each and every child. In order to achieve this, a strong link needs to be maintained between home and school and each child must be motivated towards learning

5.1 What Pupils Can Expect from School

Pupils can expect school staff and other adults working in the school to:

- encourage a sense of belonging throughout the school community (#teamayton);
- arrive at lessons on time;
- have a well organised room;
- plan thoroughly to deliver lessons which engage and motivate them to achieve;
- allocate sufficient time for each task;
- pace lessons appropriately taking into account the individual needs of each pupil;
- provide every child with fair (equitable) access to the curriculum;
- set tasks according to the pupil's needs, abilities and interests, where appropriate;
- be enthusiastic and develop positive working relationships with pupils;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- use assessment information to support pupils in their future learning;
- display their work;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- eliminate or control hazards which may cause them harm.

5.2 What School Expects from Pupils

School expects pupils to:

- arrive at lessons on time;
- enter the classrooms quietly;
- sit where they are told to sit by the teacher or any other member of the school staff;
- have equipment and books for lessons, including pupil/student planners;
- listen attentively to the teacher;
- listen to others' ideas and work co-operatively;
- value other individuals and their contributions to lessons;
- 'Reach for the Stars' and rise to the school's 'GREAT' Expectations'
- complete homework or other activities as requested and in within the time limits set.

5.3 What School Expects from Parents/Carers

School expects parents/carers to:

- encourage their child to achieve their very best in school;
- encourage children to approach learning in school in an enthusiastic and motivated way;
- ensure children have the correct equipment for school at all times;
- ensure children have pieces of homework on the timetabled evenings;
- help their child complete, thoroughly check and return homework when expected;
- read to and with their child on a very regular basis (at least 5 times per week – 'Strive for Five');
- support the child's homework and other home-based learning activities;
- inform school if a child is unable to complete homework;
- share any issues about completing homework with the class teacher as soon as practicable;
- attend all meetings relevant to their child's education or, when not possible, make suitable alternative arrangements with the school to keep up-to-date with their child's progress;
- read and respond to annual school reports.

5.4 What Parents/Carers Can Expect from Staff and Other Adults in the School

Parents/Carers can expect staff and other adults working in the school to:

- provide a balanced curriculum in order to meet the needs of each child;
- encourage their child to do their best at all times;
- keep them informed about general school matters, and their child's individual progress.

6. Attendance

It is a statutory obligation for all children to receive a full-time education. It is essential that all parents ensure that their children receive a full-time education, keeping them away from school only for significant medical reasons or exceptional circumstances.

6.1 What Pupils and Parents/Carers can Expect from School

School staff and other adults working in the school will:

- work closely with parents to resolve issues that prevent pupils attending school regularly;
- work closely with the LA and others to ensure that each pupil receives their entitlement to full-time education.

6.2 What School Expects from Parents/Carers

School expects parents/carers to:

- accept their responsibility to ensure that their child attends school on time every day;
- be ready to collect their child at the end of the school day or after teacher led clubs;
- notify the school if they will be late collecting their child from school;
- notify the school if a different person is picking up their child at the end of the school day;
- notify the school by letter or telephone by 9.30 a.m. if their child is absent;
- keep their child at home for at least 48 hours after the last episode of sickness/diarrhoea;
- arrange holidays during school holidays unless there is a genuine exceptional reason – any absence within the first two weeks of the autumn term or within weeks where tests/examinations are programmed **will not** be authorised by the school.

7. Communication

Effective communication between home and school is paramount in ensuring each child receives an effective education. Hayton CE Primary School prides itself on being open, friendly and welcoming, whilst consistently sharing information with parents/carers on issues concerning their child. Whenever there is a concern either from the school or home, this should be shared at the earliest opportunity to ensure effective support for each child's individual needs and education.

7.1 School will provide parents with:

- a dedicated website which contains accurate information linked to areas of school life

www.hayton.cumbria.sch.uk

- regular emails and letters that share accurate information in a timely manner. Parents are requested to share one or more email addresses in which they would like to receive any 'mail shot';
- 2 written reports per year;
- 2 formal parent/teacher meetings each year to discuss their child's progress.

7.2 School expects parents/carers will:

- contact the school immediately when a concern arises, preferably in writing e.g. e-mail. The school office e-mail address is: admin@hayton.cumbria.sch.uk ;
- read all appropriate correspondence carefully and take action where necessary;
- respond in a timely manner to any requests for information/meetings with teachers to address issues within school;
- attend all meetings relevant to their child's education;
- attend promptly to any outstanding payments;
- contact the school after a child's absence to collect any correspondence which might have been missed;
- observe deadlines for the return of permission slips for extra-curricular trips etc.

8. Hayton School and the Local Community

8.1 In the interests of safety and respect to the Local Community, School expects parents/careers will:

- park sensitively and adhere to the village parking restrictions in order to keep roads passable and junctions, driveways and garages clear from obstruction;
- adhere to the voluntary one-way system, driving into Hayton from the Lane End Inn road or from Hayton Townhead;
- refrain from driving up, or parking on, the School Hill.

School Uniform

Hayton CE Primary School expects all pupils to wear the Hayton CE Primary School uniform at all times during the school year. The uniform has been kept simple so that it is easy to find and buy at a number of local outlets and to keep the cost of uniform to the minimum. We ask that you inform us by telephone or in writing if, for any reason, the appropriate school uniform cannot be worn.

Uniform
Grey skirt/trousers/pinafore dress/culottes/shorts
White polo shirt (logo optional)
Navy blue checked gingham summer dress (for Summer Term)
Navy blue sweatshirt/cardigan with school logo
Flat black shoes and no open toed sandals or boots
Dark coloured(beneath trousers) grey or white socks, plain dark tights
School book bag with school logo
PE Kit - PE kit to be kept in a cloth drawstring bag and not a rucksack or carrier bag
Drawstring PE bag
Navy shorts
Hayton School red t-shirt with logo
Black plimsolls for indoor use
Trainers for outdoors PE/Games

Items such as school sweatshirts, polo shirts, fleeces, coats, PE bags etc., with school logo, can be ordered and purchased through the school website or the uniform shop in Carlisle.

School Bags

Every child is expected to have a school book bag which can be ordered and purchased through the school website.

Jewellery

Pupils may wear a single pair of stud earrings that they must be able to remove for PE and games lessons. Please only have your child's ears pierced at the beginning of the summer holidays so they do not miss any PE lessons.

No other jewellery may be worn to school although pupils may wear watches. No 'smart' watches which connect to internet / WiFi.

Parents who wish their child to wear jewellery in keeping with their religion/ethnicity should contact the school direct to discuss the individual requirements.

No nail varnish, stick-on, gel or acrylic nails.

Hair

Hair any longer than shoulder length must be tied back.

No patterned or dyed hair.



HAYTON CE PRIMARY SCHOOL HOME-SCHOOL AGREEMENT

PARENTAL & PUPIL DECLARATION

I/We have read HAYTON CE PRIMARY School's Home-School Agreement dated September 2025.

I/We note and understand the aims and values it has and the educational opportunities and experiences it will provide for my/our child.

I/We acknowledge and understand the need to comply with the sections on 'what school expects of parents' and will support the school by encouraging my/our child to meet the requirements placed upon him/her by the school throughout this Agreement.

I/We support the school and understand that this Agreement is necessary in order to ensure my/our child is encouraged to reach their full potential in a safe and secure environment.

I/We acknowledge what the school expects from both parents/carers and pupils.

Signed: _____ (Parent/carer)

of _____ (Pupil)

Signed: _____ Pupil

Date: _____