



**Transforming
Futures**
TRUST



ACE TIVERTON
SCHOOL

Family Partnership Policy

Policy Information	
Policy Owner	Pastoral Manager
Issue Version	1.0
Approving Committee	Safeguarding & Wellbeing Committee
Adopted Date	May 21
Review Cycle	Annual
Last Review Date	May 21
Next Review Date	May 22

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

A handwritten signature in black ink, appearing to read 'Alison Grace', with a horizontal line underneath.

Signed
(Chair of Trust)

Date: May 2021

1. Introduction

We recognise that supporting students to thrive is a focus for the school and wider family network. At ACE Tiverton 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 students. We enable all members of our learning family 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 students 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:

ACE Tiverton 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' (2019), 'Working together to safeguard children' (2018)¹, HM Government advice 'What to do if you're worried a child is being abused' (2015) and the Devon Family and Children'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 ACE Tiverton's 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 students' families. We create a culture and foster an ethos where all our students' family members feel welcomed, heard, and valued. We do this by being available at reasonable times for direct communication with families via telephone, email, ParentMail or face to face. We identify a lead person (the Learning Family Leader) to be a single point of contact for every student unless personalised planning identifies an alternative option for contact.

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 student, personalised in the context of our designation and core offer.

1. **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 at pick up or drop off, text message or email via ParentMail, direct email between staff and parent/carer, telephone calls etc.
- We celebrate student successes across all their areas of development and know how vital it is to build strong, positive relationships that recognise how students are progressing.
- We use daily points for every lesson and also send home daily and weekly positive postcards as well as celebrating certificates to evidence students' success.
- Where students are struggling, as part of a positive support plan we will increase the rate of communication to meet the needs of the students to provide the best support. This may mean more than daily phone call, e.g. to confirm a student has arrived on site, 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 student.
- At a minimum we will have at least weekly telephone contact as a regular check in with families to celebrate success and identify any emerging worries or concerns.
- Provide regular and clear written communication to update families on the developing school community.
- We will provide at least half termly progress reporting on a student's academic and personal progress.
- Where we have concerns about a student, 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, student progress reviews and the annual review meeting.
- We hold half termly Family Forums which enable us to provide parents and carers with access to information, support and guidance that gives them a deeper understanding and broader range of strategies to support students outside of school.
- Additionally, the Family Forum enables parents and carers to meet others to share their experiences and gain support from each other.

6. Review: Seeking Views

Through our regular contact with families we seek views about individual student experiences. We also send out at least a half termly survey, via Parentmail, 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 Association 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.

7. 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.

8. Safeguarding and Child Protection

ACE Tiverton will always consider whether a student'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'.

9. Behaviour on or outside of ACE Tiverton's 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 Teacher or identified senior member of staff. Any repeated poor behaviour or use of abusive language to staff may lead to a parent/carer or family member being asked to stay offsite. Careful, student-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 Teacher or identified lead teacher.

10. Complaints

Students, staff, parents, carers and placing authorities are all able to complain to ACE Tiverton, 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'.

11. 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 SENCo and Pastoral Manager. These designated members of staff are also responsible for ensuring that all students, staff, parents, carers and relevant professional partners are aware of our policy. All students 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. A copy of this policy document is available for inspection on the premises during office hours (term time only) and an electronic copy is posted on our website:

<http://www.atss.acemat.uk/>.

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

Appendix – Version Control Amendments

Version No	Date	Summary of Changes