

Abbot Beyne School



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Policy:	Community Relations and Cohesion
Person Responsible:	Mrs F Airey
Governors' Committee:	Student and Personnel
Date Adopted:	June 2011
Revised Date: (no changes)	January 2016
Next Review Date:	January 2018
Signature:	

ABBOT BEYNE SCHOOL

COMMUNITY RELATIONS AND COHESION POLICY

Abbot Beyne School values all members of its community, regardless of their background, colour or beliefs. This policy serves as an addendum to the school Equal Opportunities Policy with which it should be viewed (and has a direct link to Curriculum Policy) It takes note of Section 23A(6) of the education Act 2002. It covers the philosophies and actions towards the school being a centre for promoting good relations with all its stakeholders and one which delivers a vision of community cohesiveness.

For schools the term 'community' has the following dimensions.

- The school community – the students and young people it serves from partner schools, parents, carers and families, the staff and governing body and the community users of the school's facilities and services.
- The school in its geographical community and the people who live and work in that area.
- The UK and global community.

Community cohesion occurs when the school works with its immediate community towards common values - reflected in the aspirations of the country and world as a whole - with actions centred around promoting;

- A sense of belonging by all concerned
- The appreciation and value of the diversity of people's background
- Similar life chances for all
- Strong and positive relationships between partners, stakeholders and the wider community.

This policy requires the full commitment of all within the school to the following;

- The adherence to the code of conduct laid out in the school Equal Opportunities Policy
- In particular those parts of the school curriculum and day that include elements of citizenship and encourage dialogue, mutual respect, understanding and acceptance of diversity
- The monitoring of and positive follow-up to data; working towards closing gaps between the attainment and achievement of individuals and social and ethnic groups that are part of the school
- Listening and making changes to policy and procedure in response to the views of its stakeholders – students, parents, partners and the wider community.
- Making it the norm to encounter and welcome members of ethnic minority groups within the school in all spheres of operation and at all levels.
- Inclusive extra-curricular provision that engages students and the community

- The provision of, targeting and access to various agencies that exist to facilitate the individual and groups of individuals' sense of being able to belong to the school.
- The removal of barriers existing to any of the above.

The school promotes and will continue to promote the above through;

- All aspects of its curricular and enrichment provision.
- Whole school review – Monitoring Performance data discussed regularly at Governor, Senior Leadership and all other levels leading to intervention strategies
- By actively recruiting governors to reflect our diverse student population
- Taking part in national and globally inspired activity such as National European Languages Day
- Primary links involving events for Year 4, Year 5 and Year 6 students.
- The Learning for Life programme.
- The Community & Learning Partnership & the extended schools
- The work of Progress Leaders, Pastoral Tutors and the Student Support Team
- The involvement of other agencies, both in school and beyond, that further the work of inclusion.
- Paying careful attention to Parent & Student Voice