

# *Central Primary School*



## *Community Cohesion Policy*

## **Our motto: Children are Central**

As a school, we value our diverse, vibrant and dynamic community. We aim to work in partnership with all the community's stakeholders to ensure that we as a school are not just a feature of the community but the heart of the community. To ensure that we continue to strengthen our community cohesion we recognise the need to continuously secure positive communications and encourage parental involvement with our school.

All parents and carers are equally valued as part of our school community. Children's learning is improved when we work in partnership with their parents or carers, and their wider family. We therefore believe in close co-operation with all families, and in regular consultation between the home and the school.

### **Aims**

Our aims through parental and community involvement are:

- To enhance the learning experiences of all pupils;
- To encourage parents and carers to be involved in the children's learning;
- To provide a partnership between home and school, seeking to ensure that families feel welcome and valued;
- To ensure that maximum use is made of all these adults' skills to enrich learning opportunities.

### **Parent Involvement**

As a school we use a mixture of informal dialogue and meetings to work with our community. Teachers and senior leaders are available at the beginning and end of each day to talk with parents/ carers on the playground.

We run a series of events which allow parents to communicate with the school including:

- Tea and Talk;
- Parent workshops (first aid/ phonics/ textiles);
- Tea and Coffee after class assemblies;
- Class parent/ carer socials;
- Base socials.

These events allow parents/ carers to meet with staff and raise any concerns or comments while also engendering an environment where parents are able to come in without having concerns.

### **Friends of Central (Parents School Association)**

The Friends of Central are a fundraising body that sees a collaborative partnership between parents/ carers and school staff. The association meets regularly and has a committee made up of school staff and parents/ carers co-ordinates who regularly organise events which seek to raise money for the school and promote interaction between our community. A number of additional helpers get involved in the running of different events.

Events include:

- Summer Fair;
- Festival of Light;
- Easter Egg hunt;
- School Discos.

Everyone is welcome to attend Friends of Central meetings, and new ideas are appreciated.

## **Assemblies**

Parents and carers are welcome at our assemblies, each Thursday we hold a good work assembly and each Friday we have class assemblies. We encourage attendance at these assemblies so everyone can share in the successes of our pupils.

## **Home-school agreement**

Our home-school agreement has been in place since September 1999. It explains the school's aims and values, the school's responsibilities towards the children, the responsibilities of parents, and what the school expects of the children. We ask parents to sign this agreement when their child starts at our school.

The agreement covers the standard of education in our school, the ethos of the school, and our expectations regarding attendance, behaviour, and homework. Our governors review the agreement annually.

## **Reporting to Parents/ Carers**

Every year we provide a written report to each child's parents on the child's progress in the various National Curriculum subjects. This report identifies areas of strength and areas for future development. In our school we ask the children to comment on their own progress. We also give children in Year 1, Year 2 and Year 6 the details of their performance in the national tests, and details of national comparisons.

As well as receiving the annual written report, parents meet their child's teacher each term for a consultation. This gives them the opportunity to celebrate their child's successes, and to support their child in areas where there is a particular need for improvement. Parents are able to see their child's work during these meetings.

We also invite parents into school regular to show case pupils work. This allows parents to see their child's work each half term and allows a more informal meeting between parents and their child's class teacher.

When children have special educational needs, or if they are making less than the expected progress, we find it helpful to meet with parents more regularly.

We welcome the presence of any other adult the parent wishes to invite to a school meeting to act as interpreter. We will also make any reasonable adjustments to our arrangements if this will enable a parent with a disability to participate fully in a meeting at our school, or to receive and understand a communication.

## **School Website**

The school website contains a range of specified information to give parents a full picture of provision at our school. We update this regularly and post new information so that it is easy to access.

## **Public access documents**

The school makes a range of documentation available to parents, these are published on the school's website. We keep a master set in the school office, and we make a copy of this available on request.

## **Home-School Communication**

We send a newsletter to parents at the end of each school week. It contains general details of school events and activities. Parents expect the newsletter, and appreciate the regularity of the contact. We send other letters of a general nature when necessary.

At the beginning of each half term all teachers write to the parents of the children in their classes with details of the work to be covered during the forthcoming term. We invite parents to support their child's work through a range of suggested activities to be shared with the child at home. We also invite parents to take part in any educational visit that is linked to the work.

Children in all classes have a reading record. This enables parents to record a wide range of information that they wish to share regularly with the teacher. Teachers use the reading record as a regular channel for communication with parents, if they do not get to talk to them at the beginning or end of each day.

The school encourages parents to share any issues about their child at the earliest opportunity. Teachers will see parents immediately if possible and teachers are outside for after school finishes. Where it is not possible to have a discussion, the parent and teacher will agree on an appointment. All dialogue between parents and teachers is recorded in the communication folder for the relevant class. Letters from parents are also collated in these folders to ensure they are recorded.

## **Absence**

If a child is absent from school, and we have had no indication of the reason, we contact a parent (by telephone, if possible) to find out the reason for the absence. Please see the schools Attendance Policy for more information.

## **Communication with other schools and outside agencies**

Toward the end of their final term in Year 6, we pass on information about the children to their intended secondary schools. We try to give a view of the whole child, and we include their expected national test results, their strengths and weaknesses, their interests and responsibilities (e.g. library monitor, football captain, school council representative, school newspaper editor, playground buddy, etc.). There is also an electronic transfer of further information about the child, organised by the government. We may also send on several items of work.

We recognise that children have diverse needs, and we are supported by various agencies and groups of professionals who keep us informed on better ways to meet these needs, so that children may participate more fully. Support comes from medical services (such as speech and language therapy, occupational therapy and physiotherapy), from child development centres, from local doctors and specialists, and from school nurses. It also comes from various welfare-focused services, such as Educational Welfare, Social Services and Behaviour Intervention units.

We recognise that children have a fundamental right to be protected from harm, that their protection is a shared responsibility, and that our school should provide a safe and secure

environment. We are the people most in contact with our children, and we are therefore in a unique position to identify and help abused children. So when any member of staff has concerns about a child, these will be passed on to the head teacher or other designated senior person, who may share this information with the Social Services.

We hold information on pupils in our school, and from time to time we are required to pass some of this information to others for educational purposes. Details have been sent to parents about the types of data we hold, why we hold that data, and who we may pass it on to. This is a requirement under the Data Protection Act 1998. Parents have a right to view the information we hold, and we have contact details of the agencies to which our information is passed.

## **Communication**

We aim to communicate with parents in ways that work for them. We use text messages, phone calls, emails, letters, twitter and the school website as our main avenues of communicating with parents.

## **Wider Community**

The school works extensively with local organisations for the benefit of both the community and the pupils. We have established partnerships with local charities (Home Start, New Hope Trust, Watford Food Bank), businesses (John Lewis, Elavon, Tesco, B&Q), religious and cultural establishments (St John's Church, Derby Rd Baptist Church, St Mary's, Watford Mosque) and community centres (Watford Centre for the Blind, Children's Centres, Women's Centre, HAFLS).

Through our partnerships we seek to give pupils an understanding of the world around them and how they can contribute to their local community. We see working with our community as a rich and exciting way of helping children understand their role as citizens. We are fortunate to be located in a diverse and vibrant urban centre and we seek to use our community links to develop pupils' understanding of this diversity and the roles local businesses, charities and community groups perform in our community.

## **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our community cohesion policy is part of our commitment to the Equality Act. We offer as a school to read through and translate all correspondence with our community so that all members of our community can access information equally.

## **References**

This policy should be read in conjunction with the relevant passages in:

The *School Standards and Framework Act (1998)*, regarding adults working in school;

The *Human Rights Act* (October 2000);

And the following policies: Special Educational Needs Policy, Volunteer Policy, Homework Policy, ICT and E-safety policy, Child Protection Policy, Equality Policy

This policy should also be read with regard to our Hiring and Lettings Policy which gives guidance on who can hire the school and when.

### **Monitoring and Review**

The headteacher and deputy headteacher will monitor the implementation of this policy, and will submit periodic evaluation reports on its effectiveness to the governing body.

This policy will be reviewed in two years, or earlier if necessary.