

BEREWOOD PRIMARY SCHOOL



Community Engagement Policy

Spring 2019

Revised by School	Spring 2019
Responsible Person	Sue Patrick (head teacher)
Responsible Committee	Full Governing Body / Trust Board
Ratified by GB	Noted Thursday 14 th March 2019
Next Review	Spring 2022



BEREWOOD PRIMARY SCHOOL

A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

COMMUNITY ENGAGEMENT POLICY

Berewood Primary School follows the model Community Engagement Policy prepared by the University of Chichester Academy Trust.

Academy Community Engagement Policy and Plan

Introduction

Establishing a supportive learning community, including the University of Chichester, our academies and their communities, is at the core of the vision and ethos of the University of Chichester Academy Trust. We strongly encourage our academies to develop an active Community Engagement Plan that will strengthen community links in a way that maximises the benefit to pupils and students, their families and the wider academy community.

This outline plan can be tailored by academies to meet their own particular objectives given their circumstances and the needs of their own locality.

1. Objective: To ensure that Trust academies are at the heart of their local community, nurturing and nurtured by positive local and strategic partnerships with parents and the local community, other schools, providers and local, regional and national stakeholders.

2. Audiences: Good community relations are promoted by identifying, getting to know and working with key community audiences and influencers:

- Academy parents, pupils, staff, visiting professionals
- Prospective parents/ pupils/ staff, staff at linked schools
- Local residents, business leaders, county/ borough councillors and officers
- Local voluntary groups, children's centres, family services and community workers
- Faith organisations and leaders
- Local media
- Former pupils and their families.

3. Messages:

Many of the activities and events outlined below will be happening already at our Academies during the normal course of school life.

By 'branding' activities with clear community messages there can be greater clarity about, and recognition of, the school's total contribution to the community. Clearer opportunities can also be offered to the community to get involved with the school and make a difference to its young people.

- Berewood Primary School offers a **welcome** to the community
- Berewood Primary School exchanges **information** with the community

- Berewood Primary School is a strong **presence** in the community
- Berewood Primary School encourages the **involvement** of the community in academy life
- Berewood Primary School is a community asset and makes a **contribution** through volunteer action, learning opportunities and availability of facilities
- Berewood Primary School **represents** the academy's interest through involvement with key local stakeholders and groups
- Berewood Primary School shows **commitment** to the ethos of community, through its own community charter

4. **Key Programmes:**

4.1 **Welcome** – internal school events

Plans:

- a) Establish a programme of regular school events to which members of the community are welcomed, for example, school fetes, concerts, open evenings. (The school may host community-led events.)
- b) Look for opportunities to add special one-off events to the programme that involve input from the community, for example: academy launch event; charity coffee mornings; careers event with inspirational ex-pupils; reunion events for ex-pupils, parents and staff; open days or evenings; talks or demonstrations by pupils, visiting local experts or leaders.
- c) Nurture relationships with other local schools. Invite groups from feeder schools for workshops, e.g. science, maths, creative writing: invite prospective parents to an end-of-event presentation or display with refreshments. Run shared events with partner schools and share expertise and specialisms.
- d) Invite groups from cluster schools, for example, school council visits, debates and sporting events.

Tasks:

- Identify programme of events
- Publicise with relevant messages about tickets, costs, timing, refreshments, parking, accessibility, etc.
- Event publicity, pre- and post- event
- Invite prospective parents to a presentation or end-of-event display wherever possible (admissions marketing)

4.2 Information - School and Community exchange

Plans:

- a) Create a community presence on the school website and offer selected community stakeholders the opportunity to share statements about their involvement with the school on the Community page of the school website.

Tasks: Website development of community section
Publicise community offer
Create database for community mailouts
Publish photos and info about school-community participation
Ongoing website content management

- b) Use office@berewoodprimary.co.uk for enquiries about school-community involvement.

Tasks: Monitor and manage enquiries to meet school-community objectives

- c) Publicise link to the Trust website inviting views and comment.

Tasks: Forward comments to Senior Communications & PR Officer,
University of Chichester Multi Academy Trust

- d) Publicise local events and opportunities to students and their families, e.g. via Reception slideshow, parent newsletters, school emails to parents.

4.3 Presence – community communications and events

Ensure a visible, positive presence of pupils in the community through participation in external community events.

Plans:

- a) Identify opportunities to enrich local community programmes, e.g. music groups; work displays, dance and drama performances

Tasks: Event planning and leading
Write up brief account for website, press release, newsletter
Organise photographs

- b) Liaise with key community stakeholders to provide opportunities for student council and Heads of Houses to attend external events as school representatives, e.g. council functions

Tasks: Enhance School Council

Offer training, for example, presentation skills

Recognise contribution with badges, certificates

- c) Ensure a school presence in community communications and at community venues

Tasks: Enlist the help of community support officers

Post information about events and achievements to community social media channels

Place leaflets, prospectuses at local libraries, estate agents, new development sales teams, surgeries, children's centres

Develop strong relationship between academy and local media, issue press releases with photographs, invite media to events, offer professional comment on topical issues to help with education stories

4.4 Involvement – harnessing community skills and interest

Encourage the involvement of local businesses, organisations and community groups to support the educational goals of the Academy.

Plans:

- a) Encourage parents and other local residents to participate in the life of the Academy, for example, through a community/academy association, extracurricular projects and curriculum development/delivery to ensure local needs are met
- b) Seek community involvement in Academy governance
- c) Seek the support of local community officers as a practical resource with useful knowledge and contacts
- d) Facilitate involvement in regeneration projects, educational visits, work experience, business mentoring, sponsorship and special events

Tasks: Publicise specific requests for community involvement, for example, via website, community communications, word-of-mouth

Package opportunities to make clear what the request is and how to respond

Set up efficient response procedure/s

4.5 Contribution – community action, widening participation, lifelong learning, facility hire and lettings

Plans

- a) Co-ordinate community extra-curricular activities to bring the Academy's community activities under one banner to maximise visibility, clarify achievements, boost pupil skills and cv

Tasks: E.g. Tour guiding for school visitors
Community volunteering
Litter-picking groups
Traffic surveys
Contribute to community section of school website

- b) Recognise the Community contribution of pupils and (importantly) staff outside the Academy gates

Tasks: Assembly announcements
Newsletter items
Recognition on community website page

- c) Aim to be a focal point for lifelong learning and provide educational opportunities for parents and carers, e.g. ICT sessions, cookery classes, family learning workshops and courses see also e) below.

Tasks: Clarify the current provision available locally
Consider offering the school as a venue for local opportunities
Include opportunities offered by UoC
Consider local needs and offer new opportunities

- d) Provide extended day programmes for pupils to offer a broad range of sports, arts, cultural, technological and recreational activities and include lunchtime enrichment provision; and study support

Tasks: Consider needs and interests of the pupils
Consider local expertise and engage local providers
Consider the involvement of the UoC

- e) Make school facilities available for hire to the community out-of-hours, e.g. meeting rooms, assembly hall, sports facilities, practical rooms

- Tasks: Consider costs including staffing arrangements, e.g. caretaker, catering, cleaning
Regularly revisit lettings policy
Establish booking and payment system
Publicise, e.g. on website, leaflet at Reception

4.6 Representation – key stakeholders, community development groups

Plans

- a) Establish one-to-one relationships between Academy leaders and key stakeholders, e.g. MP, local council leader, Heads of secondary schools, local press.
- b) Represent the Academy's interests on local development or community groups and highlight/offer support and resources.
- c) Offer presentations to key local groups about Academy ethos, vision, plans and achievements e.g. parish/town councils, combined faith groups, school cluster groups, community fora.

- Tasks: Identify key local groups
Task appropriate staff, pupils, governors or Trust/University representatives
Clarify academy objectives
Clarify academy-community offer
Prepare and brand presentation material
Consider business cards

4.7 Commitment – community charter

Plans

- a) With the input of the pupils, create a school ethos that all are committed to.
Tasks: Include discussion in PSE curriculum or debating society
Hold design competition
Create and publicise the school ethos on engagement and participation

Monitoring and Evaluation

This policy was reviewed by all staff and Governors in Spring 2019 and thereafter reviewed as part of the three year review cycle, or when significant changes occur.