



## Links with the Community and Local Industry

Date	Review Date	Coordinator	Nominated Governor
January 2021	January 2024	Amanda Wong	Graham Blair

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Standards and Framework Act 1998
- Education Act 2002
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe in developing strong links with the local, county and national communities by working with parents, local residents, the business community, public services, and voluntary organisations by teaching pupils to become active citizens.

We believe it is important that we project a positive image of our school to the local community by assuring the community that the education at this school is worthwhile.

We encourage pupils to make a contribution to the local community in a variety of ways such as taking part in local clubs or societies and in fund raising.

We believe we have a critical role to play in preparing and inspiring young people to the world of work by providing a range of learning and real-life opportunities.

We provide clear advice to young people about the broad range of career options on offer by working in partnership with local employers, inviting speakers from the world of work, workplace visits, work taster events and career fairs. We believe it is very important to develop long term working relationships with local commerce and industry.

We have a duty to offer pupils the opportunity to develop their own entrepreneurial skills for self-employment by providing them with advice and information that they can build and develop their own business.



We have developed a learning environment that develops decision making, team building and problem solving based on real life challenges that prepares pupils for the world of work.

We have high expectations for all pupils and it is our duty to ensure that they have the necessary skills, understanding and confidence to take an active role in the world of work.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Aims

- To develop strong links with the local, county and national communities.
- To work with parents, local residents, the business community, public services, and voluntary organisations by teaching pupils to become active citizens.
- To project a positive image of the school in the local community by forging and maintaining strong community links.
- To introduce pupils to the place of work by forging links with local industry and commerce.
- To offer pupils the opportunity to develop their own entrepreneurial skills for self-employment.
- To develop a learning environment that develops decision making, team building and problem solving.
- To have high expectations for all pupils and to ensure that they have the necessary skills, understanding and confidence to take an active role in the world of work.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.



## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for links with the community and local industry;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy

### Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;



- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

## Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school and the local community;
- work closely with the Headteacher and the nominated governor;
- encourage members of the local community into school to take part in:
  - assemblies
  - working alongside pupils
  - providing talks to the pupils
  - school clubs and after school activities
- organise an annual plan for community links in order to further develop community links by:
  - issuing half-termly newsletters to keep parents, pupils, governors and the local community informed of the activities taking place within the school and the local community;
  - informing the local press of all school and local community activities;
  - inviting parents and friends of the school are invited to a variety of school events such as the Autumn Fayre, Summer Barbecue, and Presentation of Awards etc;
  - organising a sports programme with local schools;
  - organising pupil visits to residential homes for senior citizens;
  - organising pupil visits to local places of worship;
  - inviting local groups to use the facilities of the school;
  - organising visits from local speakers such as the Police, Health Authority, Road Safety, St John's Ambulance, Oxfam etc. who will reinforce a class topic;
  - organising visits to local factories and businesses;
  - encouraging local residents to take part in the 'School Watch' scheme;
  - fund raising for local and national charities
- organise a programme for links with local industry:

### Links

- Establish links with businesses and light industry in the local and regional community.
- Parents will be invited to share their work experiences with pupils as a class or whole school presentation



<b>Events</b>	<ul style="list-style-type: none"><li>• Periodically pupils will take part in problem solving events organised by local industry. These events are organised to encourage pupils to work as teams in order to solve given problems.</li><li>• A careers day organised to illustrate the vast number of occupations in the local community.</li></ul>
<b>Funding</b>	<ul style="list-style-type: none"><li>• Funding will be sought to pay for visits, speakers etc.</li></ul>
<b>Reporting</b>	<ul style="list-style-type: none"><li>• The co-ordinator will keep governors, parents and pupils up to date with our links with industry.</li></ul>

- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;



- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys

## Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages
- Email
- Social media:
  - Facebook
  - Twitter
  - Virtual pin boards
  - School blog



## Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
  - All aspects of this policy
  - Community Cohesion
  - Charities
  - Marketing the School
  - Police and the School Liaison Programme
  - Links with Industry
  - Liaison and Transition
  - Curriculum
  - Teaching and Learning
  - Educational Visits
  - Equal opportunities
  - Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- have in place evidence for all staff:
  - that highlights the knowledge gaps in the training;
  - that shows how those knowledge gaps were corrected

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Race Disparity Audit



We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

### Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### Linked Policies

- Charities
- Community Cohesion
- Curriculum
- Liaison and Transition
- Marketing the School
- Police and the School Liaison Programme
- Teaching and Learning

### In conclusion

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings

**Headteacher:**

*Jacqueline Mowat*

**Date:**

January 2021



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**Chair of Governing Body:**

*Julia Mardling*

**Date:**

January 2021