



## St. Patrick's R.C. Primary School



Community Cohesion		
Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

### Rationale

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. As migration and economic change alter the shape of our increasingly diverse local community, it is considered of increasing importance that as a school we promote community cohesion in a way that responds positively to the changing characteristics of our community.

At St Patrick's School, as a Faith school, we promote the spiritual, moral, cultural, mental and physical development of all our pupils to prepare our pupils for the opportunities, responsibilities and experiences of later life.

Our Christian ethos promotes an active demonstration of love and care for all people with responsibility especially for those within our local community. Consequently community cohesion is positively promoted as part of our Faith ethos.

At St Patrick's School we adhere to the principles of Every Child Matters and believe it is our responsibility to ensure that all pupils in school and especially minority fringe pupils experience these principles in a way that leads to integration, belonging and success.

At St Patrick's Primary School we recognise the importance of all our policies and practices being governed by the principles of community cohesion and seek to ensure a culture of equality for all, celebration of diversity and promotion of core values that result in inclusion and integration, is promoted.

At St Patrick's Primary School we are responsible for equipping pupils to live and thrive alongside people from many different backgrounds. The pupil population is predominantly of one faith, socio-economic and ethnic group therefore we acknowledge our responsibility to create and provide opportunities for meaningful interaction between pupils from different backgrounds that would not normally occur.

## **Aims**

1. The school aims promote community cohesion reflecting a range of groups within our community through establishing meaningful, strategic ongoing community links.
2. The school aims to aid smooth transition at all stages for all parents and carers by providing high quality access to relevant information and extended services.
3. The school aims to promote good community relations by organising regular inter-cultural exchanges through visits or visitors.
4. The school aims to engage and work in partnership with all families in the school community to aid cohesion seeking views of all parents and carers.
5. The school aims to actively contribute to the development of pupils' sense of identity, knowledge and understanding of diversity, promoting equality and community cohesion through curriculum provision.
6. The school aims to ensure all staff effectively contribute to community cohesion through the differing roles they undertake to promote shared values and challenge discrimination.
7. The school aims to engage all pupils from minority groups effectively fostering integration and cohesion by ensuring progression for all pupils and closing the gap for minority groups.
8. The school aims to provide an environment that promotes community cohesion, equality and diversity through policies and practices that are visible through display.
9. The school aims to effectively monitor indicators of community cohesion to ensure its success
10. The school aims to promote community cohesion relating to local, national and global communities through regular identified activities and relationships.
11. The school aims to maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
12. The school aims to ensure an effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

## **How effectively do you promote community cohesion?**

We regard our approach to community cohesion as outstanding.

1. Our school Christian ethos and Every Child Matters agenda celebrates diversity and the nurturing of the individuality of all members of the school community. Members of staff have been sponsored by the school to visit India and Africa in addition staff employed come from an increasing range of cultural backgrounds each of whom contribute to the pupils understanding and experience of a diverse world.
2. In contrast to our generally mono-cultural community our school has learners from different backgrounds mainly of mixed race heritage (5.3%) which is celebrated in school by: Regular cultural assemblies; Inter faith visitors in RE & PSHCE; established international link with a school in Gambia; lessons and fund raising events for charity; extra pastoral support from our PIO specifically focussed on this minority group; ongoing display(s) celebrating cultural diversity; the SEAL and MFL curriculum and opportunities to celebrate cultures eg culture week & European language day celebration.
3. Very few pupils have EAL (2.4%). Our inclusion register demonstrates effective provision for EAL pupils and ensures ongoing tracking of appropriate levels of support through the IEP process and our school assessment tracking system.
4. We consider local community cohesion a priority as demonstrated by our outstanding 'community action -based' RE / PSHCE units of work in each year group which engage pupils in practical ways of supporting our local community (See RE/ PSHCE Plans). Community links include Christians against poverty, Agape drug rehabilitation, Local residential homes, Church and other places of worship, inter-school sports and the local SEN school.
5. Our contribution to the cohesiveness of the wider UK community is very good as a result of our commitment to every class engaging in a visit or including a visitor each half term an example of this includes the Year 6 enterprise scheme whereby pupils learn to budget and raise money in aid of a local charity that supports UK members of society faced with debt and poverty. (see visits and visitors time table)
6. International awareness of other communities globally is good and is developed in various ways such as: MFL in KS2, Cultural assemblies and visitors, CART harvest foods for Ugandan schools, clothes for the Gambian Trust operated locally by a family from school, staff visits abroad and employed by the school.
7. We ensure our effectiveness through regular pupil questionnaires that provide opportunity for pupils to provide feedback in relation to pupil well being and are analysed according to cultural backgrounds. Racial policies are regularly updated and rigorous records are sustained in line with the LA practices demonstrating a high level of cohesion and racial tolerance. These are monitored by our governors who themselves represent a cross section of our community.

### Action Plan for Developing Community Cohesion

Objective	Strategies	Personnel	Time scale	Success Criteria
To build a profile of the school population	Analyse ethnic and socio-economic data (RAISE online, FFT) and build up a profile of the school population with a focus on pupil diversity.	SMT		Profile of school population produced and available for CC project
Develop a Community Cohesion Policy	Write a draft policy for Community Cohesion Seek Governors, Staff and Parental Approval Adopt approved policy	SMT Stakeholders		Community Cohesion Policy in place
Teaching, learning and curriculum	<p>Ensure through moderation that lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping -for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'. Carry out pupil interviews termly as part of the moderating process.</p> <p>A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities.</p> <p>Implement the 'Who do we think we are?' curriculum at Upper Key Stage 2.</p> <p>Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.</p> <p>An effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.</p> <p>'Celebrating Roots Week' to be held every year where all pupils find out more about different cultures and explain to others where they come from. This could incorporate a Faith dimension where pupils not only investigate their faith but speakers from a variety of faiths come into school to speak to pupils. Arrange trips to local places of worship. Invite the local papers to cover the CR week.</p>	<p>All teaching staff</p> <p>All teaching staff</p> <p>Upper Key Stage 2 staff</p> <p>All staff</p> <p>School Council</p>		<p>Lesson promote common values and that pupils value differences</p> <p>Pupils feel that differences are valued and that they have the opportunities to discuss relevant matters</p> <p>A creative curriculum in place which develops pupils' understanding of community and diversity</p> <p>Who do we think we are is being taught in UKS2</p> <p>Pupil study support and parent support available if appropriate</p> <p>School Council minutes to reflect discussions about Making a positive contribution.</p> <p>Displays, activities and planning to reflect range of activities; pupils feel informed about their backgrounds and roots (evidenced through pupil interview records)</p>
excellence	Ensure all pupils have the opportunities to participate in Enterprise projects across the year.			

<ul style="list-style-type: none"> <li>▪ Engagement and ethos</li> </ul>	<p>Consultation on range of services the community requires (parents, families and wider community)</p> <p>Strengthen links with the link community police officers by inviting them to school events and provide education for pupils in drugs, weapons and anti-social behaviour.</p> <p>Adult and family learning opportunities within school: Parenting, MFL, ESOL, Makaton, Basic ICT, Healthy Eating, Behaviour Management.</p> <p>Parent Packs to be provided for each year group which includes comprehensive information for the year ahead so parents can guide and support their child.</p> <p>Link with other schools from varying catchment areas; local, national and international</p> <p>Investigate Connecting Classrooms through <a href="http://www.globalgateway.orq.uk">www.globalgateway.orq.uk</a></p> <p>Source funding to support Community Cohesion projects</p> <p>Develop the VLE to encourage parent and pupil involvement in all aspects of school life</p> <p>Investigate University linking schools project to encourage collaborative work across the authority</p>	<p>Parents,</p>		<p>Parents and Carers have access to adult learning opportunities, health and social care services</p> <p>Links developed with schools from local, national and international sources</p>
<ul style="list-style-type: none"> <li>▪ To provide</li> </ul>	<p>Promote childcare provision from Barn to 6pm</p> <p>School facilities to be open to the wider community</p> <p>Arrange of extended activities to be made available which must include study support. These could include after school cyber cafe, book fairs, family fun days, lads and dads nights</p> <p>Parenting support to be made available (classes, parent partnership)</p> <p>Breakfast Club to be established (include diverse breakfast foods)</p> <p>Provide access to drop-in Health and Social care services (Children's Centre model)</p>			<p>Access to extended services available for community to use.</p>
<p>Parental Support Adviser</p>	<p>Write a Job Description for the post of Parental Support Worker</p> <p>Advertise for a Parental Support Worker</p> <p>Appoint PSa</p>			

## **COMMUNITY COHESION:**

### **GUIDANCE FOR CATHOLIC SCHOOLS IN THE MIDDLESBROUGH DIOCESE**

#### **WHAT IS COMMUNITY COHESION?**

Community cohesion describes an aim and a process: the "gluing together" of the various parts of our community into something that works more effectively together and moves us towards a more integrated society. It is important to bear in mind that the concept is a political construct: politicians are searching for a solution to the problem of racially diverse, disparate and often separate communities in many of our towns and cities, and communities isolated from this very diversity in the countryside. It is an attempt to create a common vision and a sense of belonging for all communities – often expressed with some difficulty as "what it is to be British". It must be noted that often the biggest division between communities is one of wealth rather than race.

We live in a multi cultural, multi faith society with vast differences in relative wealth between families. We need to inculcate in our pupils and students a respect for diversity based on an active understanding. Community cohesion demands an active participation and engagement within the local and the wider community, with a desire to improve the wellbeing of all and encourage positive relationships.

#### **WHY SHOULD CATHOLIC SCHOOLS ENGAGE IN COMMUNITY COHESION?**

This is quite simply a central part of our mission: to reach out to others, to love our neighbour, to be an outward looking, inclusive community, to strive for the common good. One of our problems is in being fully aware of what we are already doing, in being explicit about it ( and recording it).

In every school, the mission statement will incorporate the social teaching of the Church; and its actions to fulfil its mission will promote community cohesion.

A few quotations might help:

#### **\* The Vision statement for the Diocese (extract)**

"We are committed to providing schools and colleges that:

- Are welcoming, compassionate communities, in which all are equally valued for who they are;
- Work in partnership with other local schools, education providers and stakeholders in order to enhance the quality of provision for all;
- Live out the social teaching of the Church and thereby promote community cohesion"

**\*The Common Good and the Church's Social Teaching (1996)**

- "The common good is the whole network of social conditions which enable human individuals and groups to flourish and live a fully, genuinely human life. All are responsible for all collectively, at the level of society or nation, not only as individuals"
- "Every individual has a duty to share in promoting the welfare of the community as well as a right to benefit from that welfare"
- "The Church's social teaching can be summed up as the obligation of every individual to contribute to the good of society"
- "The environment is one of the "common goods" which are the shared responsibility of the human race"

**\* Council of Europe" Report of the Task Force on social cohesion in the 21st Century"**

"Social Cohesion is the capacity of a society to ensure the well-being of all its members, minimising disparities and avoiding marginalisation"

**\* EU Council for Social Cohesion**

"... the need for social cohesion to create and uphold democratic stability and sustainable development throughout Europe"

**\* Canon Michael Bayldon**

"One of the EU's purposes is to promote the "bread and butter" of human rights: they list accesstohealthcare;promotingthewelfareandrightsofvulnerable people, protectingtherightsofchildreninthesamedegreeasadults;the empowermentofthe poor,establishingstrongindicatorsofhowhelpmaybe appliedtothem;thecareof migrants..."

**\* Genesis28/3**

"May God Almighty bless you and make you fruitful and multiply you, that you may become a company of peoples"

**\* Popular hymn**

"Bind us together, Lord, bind us together with cords which cannot be broken"

**\*Matthew5**

"Blessed are those who hunger and thirst for uprightness: they shall have their fill; blessed are the merciful, for they shall have mercy shown them; blessed are the peacemakers: they shall be recognised as children of God"

\* Luke 6/44-46

"Every tree can be told by its own fruit. ...and why do you call me Lord, Lord, and not do as I say?"

\*Micah 6/8

"This is what the Lord asks of you, only this: to act justly, to love tenderly and to walk humbly with your God"

Finally it needs to be mentioned that under the law, every school has placed upon it the duty to promote community cohesion.

## WHAT SHOULD CATHOLIC SCHOOLS DO TO PROMOTE AND DEVELOP COMMUNITY COHESION?

### 1. Within school

Every school should strive to ensure that all pupils and staff are fully included and that each is given every opportunity to reach his or her full potential as a human being. Special care should be taken with those pupils who have special educational needs, come from difficult home backgrounds, are children in care, or for any other reason may start off with a potential disadvantage.

Schools should look very carefully at pupil outcomes (in the broadest sense) to evaluate their success.

Within school, every effort should be made to create an integrated community across gender, age, ethnicity, religion and social class. This demands positive activities to mix pupils and an awareness of the danger of creating unintentional "ghettoes" ( eg in secondary schools of consigning pupils with temporary difficulties in speaking and understanding English to bottom groups)

Possible activities:

- Differentiation in teaching to ensure inclusion
- Analysis of attainment of specific groups, including ability, gender, special educational needs, "Summer boms", travellers, gifted and talented, EAL, looked after children and subjects
- Pupil surveys
- Anti-bullying policies and practices
- Strong strands of social and moral development in RE and other curriculum areas
- Study of other religions within the curriculum and celebration of their major festivals
- All policies and practices based on the common vision of the school as expressed in the vision statement
- Activities which mix gender, age, social class, ethnicity, religion and allow and encourage broad friendship patterns

## **2. Within the local community**

Parents are the first link into the local community. Schools should strive to have close links with all parents: this will involve a special effort to reach those parents who avoid contact with school.

Catholic schools should work closely with other schools in the local community, to share good practice for the benefit of all pupils. Catholic schools are sometimes perceived as being separate: they must be the opposite, acting where they can as beacons for other local schools.

Catholic schools should also contribute in a wide variety of different ways to the local community. Pupils should contribute to, and will benefit from, the diverse aspects of the community.

### **Possible activities:**

- Surveys-local residents, shops, parents
- celebrations with other local schools
- sharing good practice with other local schools
- involvement in local initiatives with asylum seekers, refugees, hospices, local allotments...
- work related placements in local businesses
- fund-raising activities
- involvement in local competitions
- links with other faiths in community -mosque, temple...
- Christian Unity Week
- Re-cycling activities-Ecowork
- Travel plan, working with others for the local environment
- Business ambassadors/ Junior enterprise links in school
- Family learning
- Involvement in local community activities eg Service of Remembrance
- Working collaboratively with other local organisations eg social services, in activities which serve the community
- "Citizens' Charter" agreements on behaviour in local shops etc
- Travelling crib/cross
- Healing liturgies
- Masses for the dead in the community
- Silver surfers' club where older people come into school in the evening and are trained to use ICT by pupils/staff
- Voluntary service club
- SVP
- OAP Christmas party
- PHAB club

### **3. Within the wider community**

Schools must play their part in promoting and contributing to social justice and environmental awareness and sustainability

#### **Possible activities:**

- Fair-trade involvement
- involvement in CAFOD, Christian Aid, Oxfam initiatives and projects
- links with schools in other parts of the world eg Uganda
- international schools award
- lead climate change school/ sustainable development
- Eco award
- Cards to soldiers in Iraq
- Christmas shoe boxes
- Comenius work
- Justice and Peace/ One World groups
- Constant prayer for peace in the world
- Reaction to world disasters (Earthquake, Tsunami...)

### **CATHOLIC SCHOOLS ARE SOMETIMES ACCUSED OF BEING A BARRIER TO COMMUNITY COHESION**

Catholic schools are accused of being white, middle class, and of protecting their children from the wider influences of our diverse society. In some cases they are and they do. There may even be parents who have chosen them for precisely these reasons. The fact that most of our schools are not like this will not prevent the arguments being made.

This places an added responsibility on Catholic schools to demonstrate the reverse by their actions. It is up to every school to be a beacon for the Common Good within its community. This implies not only that schools take action to promote community cohesion but also that they are good at communicating what they stand for as regards social justice and the Common Good. Our schools must be outward looking and visibly so, striving to make a contribution where it is most needed, mindful of those who are marginalised by poverty, deprivation, neglect, race, ethnicity, age and other discrimination.

#### **Evaluation of success**

Schools must remember to try to measure their success at promoting community cohesion. This is important so that future effort can be best targeted to what will have most impact. Impact should be measured:

- On pupils' education and wellbeing
- On the local community
- On the wider community

## **CONCLUSION**

Everything suggested above is already good practice in most of our schools. Community cohesion is very often judged as a strength in our schools by both OFSTED and Section 48 inspections. This is because the principles of community cohesion are already firmly embedded in the ethos of Catholic schools. But how much is that known by the greater public? What can we do to blow our own trumpet more effectively?

## APPENDIX ONE

### Commentary on Community Cohesion and Catholic Schools by Canon Michael Bayldon

Fundamental questions accompany the human journey from the earliest years, the discovery of who the truly human person is lies at the base of education.

In today's world we need to understand the challenges and management of pluralism and differences at every level. This entails training in ways of thinking, moral choices, culture, religious affiliation, and especially the philosophy of human and social development.

One consequence of recent technological and social development is that of globalisation, which is more profound than mere *economic* globalisation, because we have entered into a new era that profoundly affects humanity's destiny.

Children in Catholic schools need to be educated in true Christian principles which reflect and pursue

- (1) A truly Catholic view of what holds people together should always be based on the teaching that all human beings share both a common dignity and a common destiny. Ultimately this is founded on the teaching of Jesus Christ that love for one another is the principal virtue to be sought and fostered.
- (2) Human beings considered 'whole and entire, body and soul, heart and conscience, mind and will' (*Gaudium et Spes*,) gives us a view of the individual which affirms an equality which ought exist between us as a right, and which individuals should be formed and educated in.
- (3) This means 'overcoming individualism and discovering, in faith, a vocation to live responsibly in a community with others' (*The Catholic School*, The Sacred Congregation for Catholic Education, 1977, §36).
- (4) This is facilitated in Catholic education by the long history of Catholic Social Teaching which fosters 'traditional civic values such as freedom, justice, the nobility of work and the need to pursue social progress' as well as an 'awareness of international society' is at the heart of the mission of the Catholic school. (*The Religious Dimension of Education in a Catholic school*, Sacred Congregation for Catholic Education, 1988, § 45,46).
- (5) This promotes 'the construction of a more united, more peaceful world by promoting an integral humanism, open to the ethical and religious dimension of life' (John-Paul II, *Message for World Peace Day 2000*, no 20).

Catholic schools should strive to 'provide a Catholic and Christian presence, as an effective sign of faith in Jesus, placed at the service of the local community in order to meet both social and religious needs of the poorest' (*The Report of the Catholic Bishops of England and Wales – Catholic Schools and Other Faiths*, p 24). Catholic schools serving exclusively Catholic communities should be aware of and welcoming towards other faith communities, especially in *offering*

*hospitality*. The school environment should seek to be welcoming to people from other faith communities, Christian and non-Christian alike, in an atmosphere of sincere respect and friendship' (*Ibid*).

Catholic schools serving a *wider mix of Christians* (the majority of our schools) should demonstrate a concern to be at the service of the *wider community*, demonstrating concern for all people, with a special concern for social justice in addition to all the qualities mentioned above. Our schools should be characterised by a search for social justice demonstrated by *encounter, dialogue and partnership*.

Catholic schools ought to consider varying degrees of partnership between the Catholic community and communities of other faiths. (Joint Anglican-Catholic Schools offer a paradigm for this approach, though formal arrangements between schools are difficult to achieve as the law presently stands). This would mean that the foundations upon which each tradition stands are respected, and protected, but young people are prepared to work with others to build a good and just society from their earliest years.

Good practice would respect educational rationales which may be theoretically distinct, but not mutually exclusive. Different emphases would be encountered, but there would be large areas of overlapping principles.

Shaping the content of a Catholic school's vision and mission is a collaborative work, and social cohesion can be demonstrated by the inclusion of potential partners in this task. The primacy of the spiritual and moral life of the school is reflected in a school's Catholic culture. The definition of what is meant by a community and how communities can be integrated is important. The need to stress the dignity of the individual has its own Gospel mandate. The promotion of social justice and working for the *Common Good* should reflect principles of Catholic Social Teaching, and be part of the Curriculum.

(*The Catholic School and the Common Good*, AS Bryk & others, Harvard, 1993)  
(*The distinctiveness of Catholic Education*, T McLaughlin, in *The Contemporary Catholic School*, London, Palmer Press, 1996.)

(*The Catholic School on the Threshold of the Third Millennium*, Congregation for Catholic Education, Vatican, 1988, Veritas, Dublin)

Much of the concern for Social Cohesion can be addressed in Catholic schools in and through education for Citizenship. This needs to be viewed through a wider lens than that promoted by definitions which take a formal, legal and judicial standpoint. This leads to minimalism and restrictive teaching methods, often focusing on the transmission of information. The Catholic response is to add to this formal process of *civics education* -proposed by the National Curriculum, the wider view of the Gospel, which offers a broader critical understanding and introduces opportunities to enhance the students' active participation in society. This lends itself to debate, independent learning, project work and activities in and beyond the school community.

The *Citizenship Order* (cf OFSTED September 2006,) associated with the *Crick Report , Education for Citizenship and the Teaching of Democracy in Schools* (1998), and the relevant QCA paper Section 3,10, HMI 2666, p6 sets our requirements in three distinct areas.

1. Knowledge and understanding about becoming informed citizens
2. Developing skills of enquiry and communication
3. Developing skills of participation and responsibility

Secondary teachers will soon recognise that much is already being taught and achieved *informally* in Catholic schools. Strengthening delivery of Citizenship through teacher training accompanied by the raising the profile of citizenship education will reinforce a school's true Catholicity.

In primary schools the appropriate emphasis on *Personal, Social and Health Education* within a cross-curricular delivery focuses on (1) Pupil confidence, (2) Preparing to play an active role as citizens, (3) Developing a healthy and safe lifestyle, and (4) Developing good relationships and respecting the differences between people. This is often best promoted in the context of a "Statement to Live By" which nurtures the whole school in a sense of what it means to be human.

## DIOCESE OF MIDDLESBROUGH

### DIOCESAN SCHOOLS SERVICE

#### Curriculum and Cross-Curricular Themes to Community Cohesion

- Maths and Computing College status and associated opportunities. Just beginning.
- Comprehensive PSHE/Citizenship programme, (see policy/scheme of work) recently updated. Incorporates all statutory requirements and many opportunities for non-school based agency input. Initiatives include Year 7 approach underpinned by SEAL (Social and Emotional Aspects of Learning).
- Courses on Sign Language and First Aid
- Effective alternative curriculum in place for specific Year 10/11 pupils.
- Very successful Year 10 work experience programme.
- Specific learning programmes were provided for vulnerable pupils, looked after pupils and those with EAL and literacy difficulties where appropriate.
- Specific input with regard to EAL pupils.
- Range of vocational courses is extensive and varied.
- Full local and national healthy schools status achieved (see specific information).
- First School to achieve kitchen and catering awards eg 5 star Food Hygiene.
- Various aspects of healthy living/eating are taught in PSHE/Food Technology/Science/PE.
- The College is a smoke free site, in line with MBC guidelines and has an up to date drugs policy.
- Displays around the school are vibrant and extensive in their messages and themes.
- Celebration events are an essential part of school life. These include a presentation evening for GCSE certificates, annual achievement events for each year group and regular rewards and other assemblies throughout the year.
- Each year an end of year prom is held for those leaving Year 11. This event is very well attended.

#### Other Relevant Information

- Positive responses from visitors to school with regard to pupil attitude, behaviour and organisation eg PCT, outside agencies with Citizenship programme.
- Support structures in school are particularly strong including Teaching Assistants, Parent Support Advisor, Learning Mentors and School Counsellor.
- Opportunities, both in and out of school, for Gifted and Talented pupils are many and varied.
- Visiting school nurse with an extensive role.
- venues A number of highly successful events have been held recently at various within the local area with a particular focus towards the impending amalgamation of St David's and Newlands schools.
- School has a strong student voice system with form and year representatives



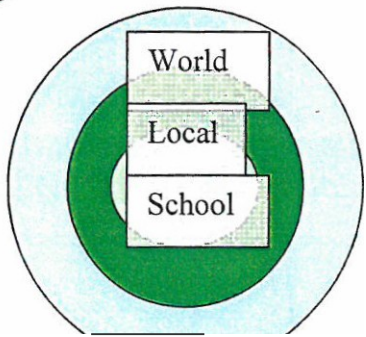
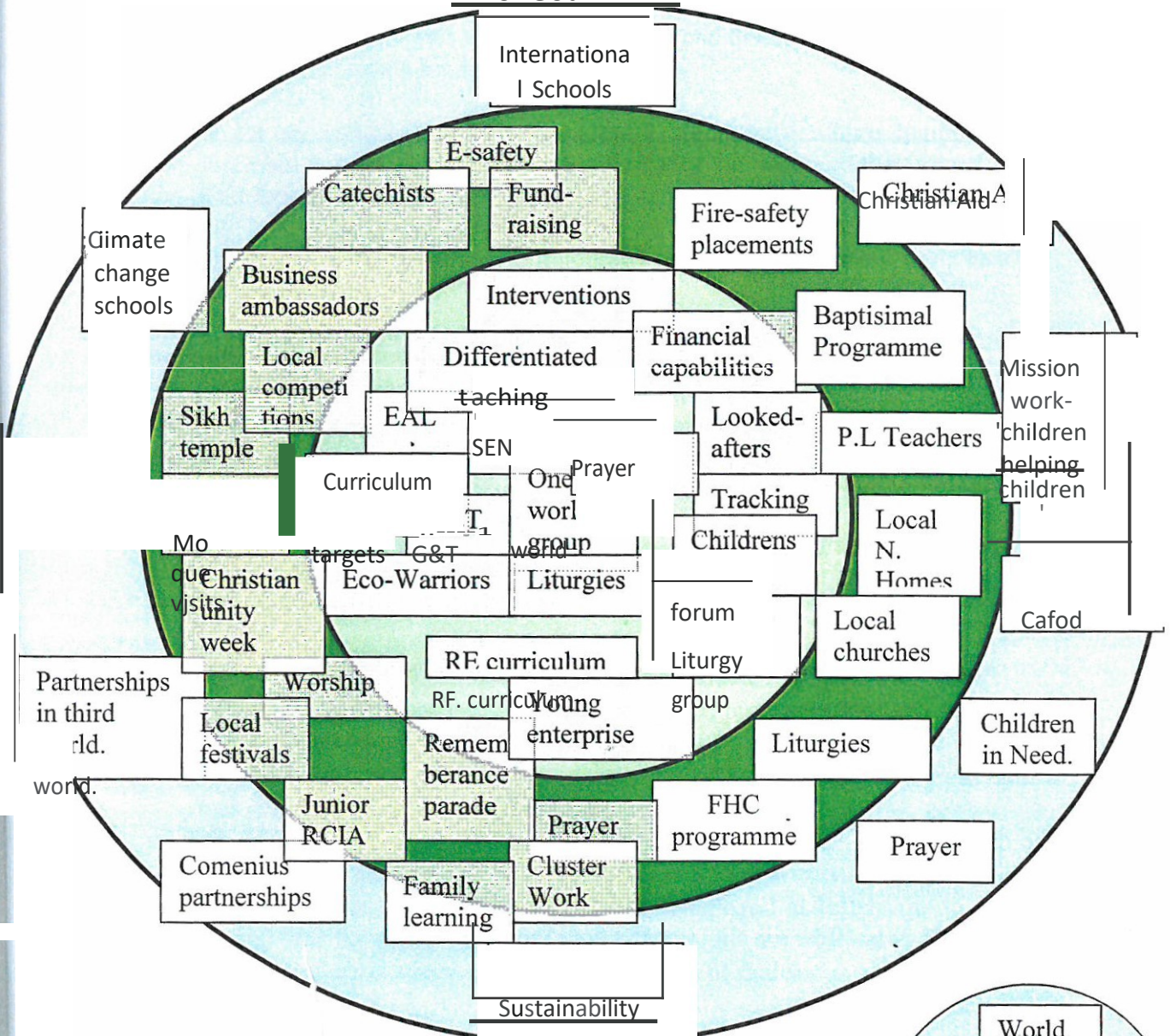
# DIOCESE OF MIDDLESBROUGH

DIOCESAN SCHOOLS SERVICE

## APPENDIX TWO

An outline of activities to promote community cohesion from a Primary School

### St Patricks RCP Thornaby 'Seek ye first The Kingdom of God.'



St Patricks RC Primary School

# DIOCESE OF MIDDLESBROUGH

## DIOCESAN SCHOOLS SERVICE

### APPENDIX THREE

An outline of activities to promote community cohesion from a secondary school  
"Where Gospel values are lived out daily with courage and honour"

#### Introduction

The learning community of this school is extensive and diverse in its profile, with the Every Child Matters agenda being at its centre.

We strive for an inclusive, caring, worshipful community where happiness and sorrow, successes and setbacks are shared. We endeavour to make the Gospel values present in all aspects of the life of the school.

The following information outlines our journey and the progress we have made to meet these aims.

#### Community Cohesion Summary

##### Extra-Curricular Activity/Community Use

- School facilities are booked by various organisations throughout the year eg local football teams and archery club.
- We work closely within the Catholic cluster of this school and our main feeder schools. Many events are organised throughout the year and include activities in PE and MFL.
- School operates a breakfast club.
- A wide range of extra-curricular sports are available to pupils.
- Many other departments offer a wide and varied programme of activities made available to all pupils.
- The school has an extensive enrichment curriculum eg Incident Hike and a week of activities in the summer term.
- Educational visits, particularly from the Geography, History and PE departments, contribute significantly to the enrichment curriculum.
- Extra staff from the local community are employed at lunchtime to support existing staff on duty and help to ensure that pupils are well cared for.
- Year 11 prefects perform an invaluable service of duties.



## **DIOCESE OF MIDDLESBROUGH**

### **DIOCESAN SCHOOLS SERVICE**

#### **Work in the Wider Community**

- Pupils regularly volunteer to help with a variety of events throughout the year and act as guides and sources of information eg induction evenings for primary pupils, parent s evenings, open evenings, participation in liturgical events and activities within the primary cluster.
- Charity involvement at Newlands is thriving. Staff and pupils work on a number of projects with many organisations eg CAUSE hamper campaign, hunger lunch for CAFOD, FCJ S'isters in Indonesia, Shoebox Appeal, supporting Zoe's place, Teenage Cancer trust (local hospice for sick children) etc.
- Pupils are promoting fair-trade issues and product s at several levels including events for parents and through citizenship.
- Regular target setting days for pupils and parents are very well attended.
- Information for parents with regard to visits abroad are well attended and received.
- Transition activities with enrichment week have been developed for Year 6 students.
- Liturgical events eg Year 7 Welcome Mass and Advent family liturgy are well supported by pupils and parents.
- Many community based agencies are involved within the Citizenship programme eg Cultural Awareness Sessions, Prison Service, Fire Brigade and Community Police. Information on keeping safe and managing risk via street wardens and presentations to young people about the law and their rights and responsibilities.
- We have thorough options systems that involve a 'World of Work' evening attended by many local employment providers.
- School continues to promote environmental issues, particularly recycling, within and beyond the local community.
- High quality school newsletters are sent twice yearly to parents, primary schools and parishes.

#### **Collaboration with other School and Colleges**

- Long standing arrangements with Beverley School for children with ASD. Children from Beverley attend classes in KS3&4.
- Collaboration with Tollesby EBD school. Three successful transfers in past three years.
- Maths and Computing College (just beginning). See relevant bid.
- Newlands works closely with other schools on arrangements for the parental support advisors within our 5 main primary feeder schools and partner secondary school.
- We work closely with St Mary's College and provide many information session and practical opportunities to aid smooth transition arrangements eg subject choice, presentation and taster sessions for Year 11 at St Mary's.
- A specific member of staff is responsible for KS4 -KSS transition.



## DIOCESE OF MIDDLESBROUGH

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- (SCITT, GTTP, Student Placement programme, Durham, Sunderland Universities.) etc
- We have provided training places for student social workers attached to University of Teesside.
- Year 10 pupils are involved in an Enterprise day at MFC which is facilitated by the Maths department.
- A wide range of work experience opportunities are supported by many local schools and colleges, as well as local companies and training providers.
- Extensive range of vocational courses and subsequent work in the community.
- Specialist Diploma arrangements with St.David's, Middlesbrough College and Consortia.
- Annual Pantomime which all primary feeder schools attend.
- Y6 Your Amazing Brain event in September with all primary feeder schools. (This year held for all feeders to Trinity College)
- Our transition arrangements with our feeder schools are very strong and contribute to an effective integration for pupils and start to secondary school life.
- Our staff work very closely with the Connexions Service, formulating an annual action plan and partnership agreement to best meet the wide and varied needs of pupils. This incorporates the annual 'choice event' for Year 11 pupils at MFC.
- The school is involved with other LEA schools in a programme of joint CPD.

#### **Faith Based Partnerships**

- School has regular Chaplaincy meetings with input from Governors and local clergy as well as school staff.
- The links with other schools enable various liturgical activities to take place eg Newlands provides major part of music at St Mary's Cathedral in Annual Education Mass
- We hold an annual Y7 welcome Mass which parents and extended families attend.
- For over twenty years pupils and staff have taken part in the annual diocesan pilgrimage to Lourdes during the May half-term and are involved fully throughout the week. They have specific duty days to help the sick and help with and participate in liturgical celebrations.
- Pupils also participate in the annual 'Springboard' event at Ampleforth.
- The College Chapel is the focal point for a number of groups eg Lourdes group, music liturgy, CAFOD and Fairtrade.
- Y7 and Y11 take part in themed retreat days. This takes place in various locations including Osmotherley and several local churches.
- Many subject based activities take place throughout the year and involve many of our Catholic and non-Catholic feeder schools.
- We are represented at the diocesan Heads of RE and Chaplain's meetings.
- Pupils and staff observe the annual remembrance service at the local Cenotaph. This year we invited a recently retired member of the armed forces to come and speak to children about the importance of Remembrance Sunday)

## DIOCESE OF MIDDLESBROUGH

### DIOCESAN SCHOOLS SERVICE

- The Headteacher is presently Chair of CASH (Catholic Association of Secondary Headteachers.).
- Headteacher attends meetings of FCJ Heads. There have been shared activities between FCJ schools. Joint visits. More recently video conference with Maria Fidelis in London.

#### Formal Commitment to Community Cohesion

- We are a very inclusive school, with Pastoral Care being pivotal. The 'Inclusion Provision' Inspection carried out by the LA in March 2008 rated the school as 'good with outstanding features'. Children from vulnerable groups do better than expected. (OFSTED Oct. 2008)
- In terms of admissions, we are recognised by the local authority as being particularly inclusive with a low exclusion rate locally.
- Managed transfers for pupils with particular difficulties have been a successful element of the admissions protocol. At present the school is at the head of the 'Fair Access Protocol' table.
- Pupils entering the country and residing as refugees or asylum seekers are regularly taken on roll. (69 through MEMIS, Middlesbrough Ethnic Minority Inclusion Service in the past three years. The admission arrangements of these pupils have been held up by the local authority as a model of good practice.
- The school has employed its own school counsellor for seven years to work with children and families on a variety of issues. There has been close cooperation with social services.
- The recently introduced vertical tutor system has enhanced the established family based house system. Parents appreciate the close ties established by pastoral heads in this system.
- We have recently appointed a member of staff to provide for an increasing number of EAL pupils. These children are given the opportunity to study for an examination in their home language.

#### Partnership with Parents

- The school is a member of the Catholic Cluster PSA (Parent Support Advisor) which has one PSA working at this school plays a lead role in the group. Feedback from Primary Headteachers has been excellent.
- A number of Parent Support groups are being developed at various centres in Middlesbrough to offer accessibility for difficult to reach parents.
- Parents have a number of opportunities to celebrate with staff and pupils, including the Year 7 Welcome Mass, rewards evenings, concerts, family advent Mass and Year 11 presentation evening.
- Opportunity for parents to take adult literacy and numeracy and ICT training in school, supported by staff is planned for 08/09 academic year as part of specialist school activities. This is aimed especially at parents of refugees and asylum seekers
- Parents have the opportunity to attend revision sessions (Year 11) to help their children's run to GCSEs.

<b>Headteacher:</b>	M. Ryan	<b>Date:</b>	September 2018
<b>Chair of Governing Body:</b>	G. Wilson	<b>Date:</b>	September 2019