

# MARISH

## ACADEMY TRUST



# Stakeholder and Community Engagement Policy 2020

## **Context**

This Policy is to be read in conjunction with the Policies on SEN Inclusion Policy and Single Equality Policy, Accessibility Policy and Plan; International Dimension Policy; Policy for Young Carers and with reference to the Academy Trust's work with partners in general, outlined in the Aspire Plan. Formerly this policy was developed because of the statutory duty of schools to promote community cohesion, which no longer exists, (revoked 2010). However, we have revised and retained this policy to support the members of each of the Academy Trust's school communities in their efforts to build positive relationships with all partners, with the aim of enhancing the provision and outcomes for all children.

The vision of the former Department for Children, Schools and Families was defined as follows:  
'By engaging stakeholders and partners within our community we aim to establish a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of peoples backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.'

## **Statement of Intent**

Marish Academy Trust aims to:

- Identify and take into account the needs of the communities we serve;
- Make efforts to engage all members of those communities including our hard to reach groups;
- Monitor how effective we are at engaging a range of partners;
- Develop all learners' understanding of what being part of our community means - through promoting common identity and values, appreciation of diversity, awareness of human rights and the skills for participating in society;
- Contributing to the cohesiveness of the wider community by developing learners' understanding of other communities both in Europe and globally;
- Seek the voice of different community groups on the success of Marish Academy Trust's community engagement strategy.
- Instill the fundamental British Values to ensure stakeholders are adequately prepared to engage with life in modern Britain.

## **Strategy for Community Engagement**

Our strategy promotes stakeholder and community engagement at four levels outlined below:

- The school communities– each school within the Academy Trust provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored;
- The community within which each school is located – provides opportunities for the local community to explore and celebrate its own diversity and forge links between different local community groups;

- The UK community –across the Academy Trust we make provision for learners to examine diversity which exists within the UK and how this influences national life;
- The global community – across the Academy Trust we make provision for our learners to examine diversity which exists globally and its impact on world issues

## **Context**

Stakeholder and community engagement is integrated throughout the Trust’s ethos, vision and work and developed through three key aspects of school life:

- Teaching, learning and the curriculum. For example, in PHSE we teach children about ‘citizenship values’ and making a positive contribution to society.
- Equity and excellence- our ethos and vision for each of our schools is to exceed expectations and remove barriers to ensure all children meet their potential. At Marish Trust we live to values of ‘doing whatever it takes’ to ensure the safeguarding and opportunities needed by our community. This is further reflected in our school motto: ‘Strive for the Heights’.
- Extended Services- our impact extends beyond education and even beyond the accepted remit of extended services, because we are committed to going the extra mile to make a long term difference to any child or family, but particularly those who are disadvantaged in some way.

## **Responsibilities**

### **A The Strategic Board and Local Advisory Board**

The Strategic Board are responsible for:

- ensuring that each school within the Trust complies with legislation, and that this policy and its related procedures and strategies are implemented;
- maintaining a ‘watching brief’ regarding the implementation of this policy.

### **B Executive Headteacher**

The Headteacher is responsible for:

- making sure the Stakeholder and Community Engagement Policy is readily available and that the Strategic Board and Local Advisory Board, staff, learners, parents/carers and stakeholders know about it;
- making sure the Stakeholder and Community Engagement Policy reflects practice within Trust schools;
- producing regular information updates for staff, the Local Advisory Board and the Strategic Board about stakeholder and community engagement and how effective our work is in this area and providing training for them on the policy, if necessary;

- making sure all staff know their responsibilities and receive training and support in carrying these out.

### **C All staff**

All staff are responsible for:

- promoting an inclusive and collaborative ethos in and stretching beyond our Academy Trust Schools into their local communities;
- responding appropriately to any prejudice-related incidents that may occur;
- identify and challenge bias and stereotyping in the curriculum;
- support learners for whom English is an additional language;
- keeping up to date with equalities legislation relevant to their work.

### **D All learners**

**All learners are taught to be responsible citizens who ultimately will have the skills as adults to contribute positively to society in general and specifically to the communities they are members of.**

Through age appropriate activities and expectations, the Trust aims to develop citizens who have:

- a sense of community and belonging – ‘who look out for each other’
- a respect for and embrace diversity as an enriching life experience.
- similar life opportunities and shared futures, irrespective of background
- the ability to empathise and negotiate, finding solutions which promote interdependence
- the ability to trust in shared values and experiences, from different perspectives

### **Implementation**

This policy is implemented through the trusts Aspire plan through target 5 and those are set out in the Parental engagement and partnerships ignite plan. The trust strives to actively engage parents in pupils’ outcomes, attendance, through regular communication and seek opportunities to collaborate with other schools, business in the local and global community as well as events to bring the community together.