



Frome Vale Family Community Cohesion Approach

Belonging, Included, Seen, Heard

At Frome Vale Academy, we aim to build mutual respect through our Academy ethos, aims and values and attempt to take positive steps to promote equality and tolerance and ensure that we work together as a community to achieve this.

We strive to foster excellent and valued relationships between Academy Councillors, staff, parents and carers, our pupils, and all agencies, community and local groups.

We believe in contributing and working towards a society in which:

- There is a **common vision** and **sense of belonging** by all communities;
- The **diversity** of our community's backgrounds and circumstances is appreciated and valued, and all people feel **included**;
- Similar **life opportunities** are available to all, and those who need additional support are **seen**;
- **Strong** and **positive relationships** exist and continue to be developed in our school, in the workplace and in the wider community.
- All voice are represented and **heard**

Purpose

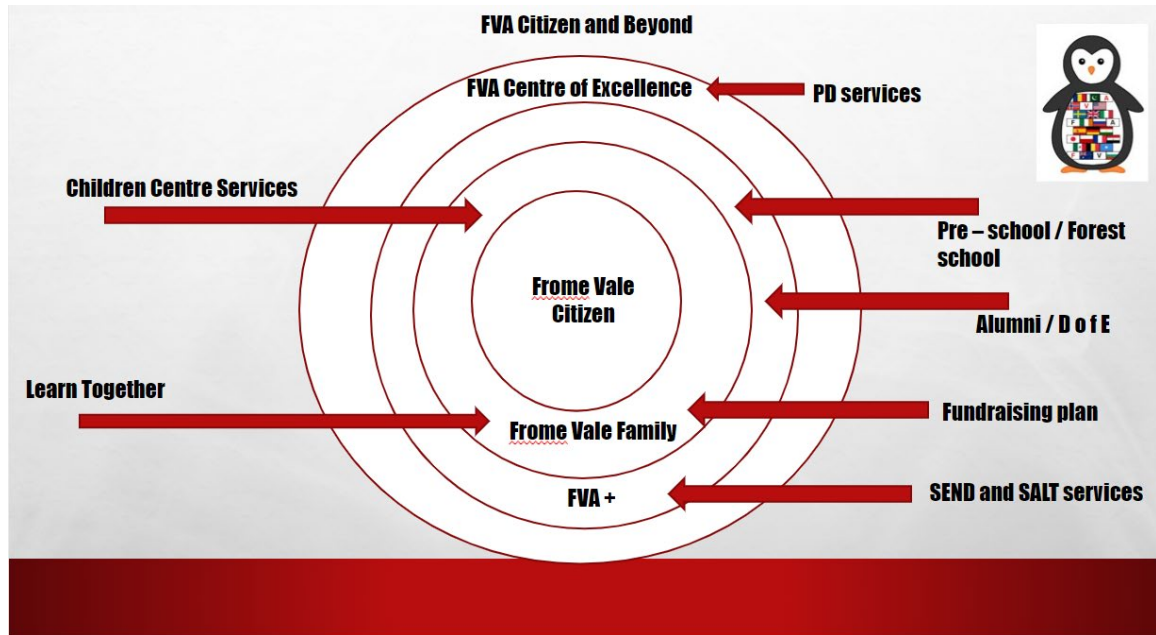
The aim of this document is to outline the key role that Academy has to play in promoting community cohesion and define the various approaches the school will take in order to realise these aims.

Community from our Academy perspective

For the Academy, the term 'community' has a number of dimensions including:

- **The school community** - the children and young people (Frome Vale Citizens) it serves, their parents, carers and families (Frome Vale Family), the Academy's staff and Academy Council, and community users of the Academy's facilities and services;
- **The community within which the Academy is located (FVA +)** - the Academy in its geographical community of Fishponds and Downend, and the people who live or work in the area, and also the city of Bristol
- **The UK community**
- **The global community**

The following diagram summarises this:



Responsibilities

Academy Councillors and staff are responsible for preparing the pupils to live and prosper alongside people from many different backgrounds. We need to ensure that we:

- Provide opportunities for interaction between pupils from different backgrounds
- Consider how aspects of our work already supports integration and community harmony
- Take stock of what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion

Ways of promoting community cohesion

Our school promotes community cohesion through various activities:

Within the school:

- Charity support
- Sharing good practice (INSET etc.)
- Collaborative working on projects
- Celebratory events

With parents and the local and wider community:

- Allowing community groups to use the premises
- Enabling parents and community members to make suggestions for improvements through consultations
- Supporting parents with difficulties
- Involvement in our Frome Vale Family group

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Approaches taken at Frome Vale Academy

Our school, due to the nature of its location, serves a diverse community. It is important, therefore, to give our pupils opportunities to learn with, from and about those from different backgrounds. We achieve this through our approach to

- **Learning and teaching:** teaching pupils to understand others, promoting discussion and debate about common values and diversity.
- **Equity and excellence:** removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest level possible
- **Engagement and extended services:** providing opportunities for children, young people and their families to interact with others from different backgrounds.

Learning and teaching

- Teaching and curriculum provision promotes common values, and builds pupils' understanding of the diversity that surrounds them;
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping;
- 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;
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Equity and excellence

- A focus on securing high standards of attainment for all pupils irrespective of ethnic background or socio-economic status;
- Systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development,
- Providing equitable opportunities for all to succeed;

- Removal of barriers to access and participation in learning activities and eliminating variations in outcomes for different groups;
- Effective policies and practices in place to deal with incidents of prejudice, bullying and harassment;
- Ensuring that admissions policy and practice do not deter parents from particular communities from applying.
- Ensuring that recruitment of staff and staffing policies promote community cohesion and social equity.
- Analysing and comparing of data with other similar data nationwide; this would facilitate our understanding of success and areas for development for our school in the overall field of Community Cohesion.

Engagement and extended services

School to school:

- Partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds;
- Links built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity.

School to parents and the community:

- Working with members of the community by encouraging them to visit our Academy to work with pupils, such as Creative Youth Network, reading volunteers from RSVP, Unique Voice;
- 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;
- Engagement with parents through e.g. open door days, curriculum events, the Frome Vale Family group and consultations, and Learning Together sessions

- Provision of extended services and community use of facilities for activities that take place out of school hours;
- Engagement with the Academy Council and wider trust

Through our curriculum planning, bringing visitors into the school, making visits to other communities, listening to our 'pupil voice', working closely with parents in learning partnerships etc. can enhance the understanding for our pupils about diversity and the society in which we live, thus developing the necessary skills in order for them to become valued and valuable members of the future community in which they live.