

*Garwol Adhyng Gwybodweth*



*Ysgol Gyfun*

**PORTHCAWL**

*Comprehensive School*

# **PORTHCAWL COMPREHENSIVE SCHOOL**

## **PARTNERSHIP POLICY**

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## PARTNERSHIP POLICY

### PREAMBLE

At Porthcawl Comprehensive School we value the importance of developing strong and effective links between the school and local, regional and national communities of all kinds. Within Personal, Social Education and education for Global Citizenship and through assemblies, concerts, special events and extra curricular activities, we eagerly involve our students in the community. They learn how to participate in a practical way in the life and concerns of their neighbourhood and the wider community. It is evident that working with parents, local residents, the business community, public and voluntary services encourages and enables our young people to become active and more rounded citizens, keen to participate in the community.

Cultivating strong partnerships with a range of agencies not only benefits our students through direct experiences with partner organisations but also enables the school to function efficiently and effectively and thus provide, more indirectly, a well resourced and high quality education.

It is the belief of staff, pupils and parents together with the Governing Body that Porthcawl Comprehensive School not only serves the community but is served by the community in its broadest definition.

We do not view the community lying outside the gates of Porthcawl Comprehensive School but rather see the school as lying inside the community. It is important that staff, pupils, governors and parents of the school work co-operatively with all in the community as all participants in the child's education are stakeholders and ultimately beneficiaries.

### POLICY

The aims of the Porthcawl Comprehensive School Partnership Policy is to ensure that:-

- (i) Pupils are aware of their role in the community and are able to take an active part in the community in a mature, enlightened and constructive way.
- (ii) Pupils are able to contribute to the local and wider community by exercising their gifts, talents and time to the benefit of the community as

well as be recipients of the contribution the community has to make to their skills, knowledge and experiences as developing adults.

- (iii) Young people develop a sense of belonging and pride for their local and national community and its well-being and gain a sense of respect for and an understanding of groups and organisations within the community. Young people should identify with the community in its widest sense.
- (iv) The school is able to utilise the community in a planned and systematic way for the benefit of all associated with the school and equally to contribute to the development and improvement of the community.
- (v) The school is able to promote good relationships with the varied groups and organisations within the community and maintain clear communication and understanding with all stakeholders in the community.
- (vi) The school is able to efficiently manage its resources in liaison with other contracting agencies and secure the best value for money for the benefit of its young people.
- (vii) The school is able to celebrate success both within and with the community and encourage positive publicity and mutual achievements with its partners in the community.
- (viii) The school is actively involved in the promotion of initiatives that are of significant import to the community such as education for global citizenship and sustainable development, local economy regeneration, Welshness and the development of the Welsh language and equal opportunities and fairness for disadvantaged groups to promote social inclusion.

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## **PROCEDURES**

Porthcawl Comprehensive School recognises the wide and varied range of partners in the community both locally, regionally and nationally. Increasingly, the school is further developing partnership internationally through visits abroad, modern foreign languages projects and sporting activities.

Partnership arrangements and procedures are generally determined by the group or organisation with which the school is linking. Some partnership arrangements are formal and statutory, others through a business-like service level agreement, some based on curricular links, some purely voluntary and desirable and some through mutual benefit to both or more partners.

It is not the purpose of this policy to outline the detailed procedures of each partnership agreement as they are often detailed and complex.

For the purposes of procedures, it is helpful to categorise partnership arrangements as follows:-

### **Statutory Partnerships**

These include links with:-

- ♦ Parents
- ♦ Welsh Assembly Government
- ♦ Education Welfare Service
- ♦ Health Trust
- ♦ Justice systems
- ♦ Local Education Authority
- ♦ Health & Safety Executive
- ♦ Social Services
- ♦ Special Educational Needs specialists  
(eg Psychological Services, Speech  
Cont'd/...  
Therapy, Physiotherapy)
- ♦ Child & Family Services
- ♦ Police (including Police Protocol  
Partnership Agreement)
- ♦ Multicultural Support Services
- ♦ Behaviour Support Agency
- ♦ Estyn
- ♦ Child Guidance Services
- ♦ Pupil Services

### **Formal Partnerships (often through a Service Level Agreement)**

These include links with:-

- ♦ Personnel Services
- ♦ Payroll Services
- ♦ ICT Services
- ♦ Education Welfare Service
- ♦ ESIS (advisory service)
- ♦ Building Services
- ♦ Careers Service
- ♦ Community Education
- ♦ Residential and Outdoor Education
- ♦ Training Providers
- ♦ Community Safety Partnership  
Agreement
- ♦ Investors in People
- ♦ BCBC Health & Safety Dept

### **Curricular Partnerships**

These include links with:-

- ♦ Primary Schools
- ♦ Bridgend College
- ♦ Higher Education Institutions
- ♦ Teacher Training Institutions
- ♦ Training Providers
- ♦ Compact  
specialist
- ♦ Secondary Schools
- ♦ CCET
- ♦ UCAS
- ♦ Employers/Local & National Industry
- ♦ Education Business Partnership
- ♦ Pupil Referral Unit and other  
provision
- ♦ Awards and Grants bodies  
(eg GTCW)
- ♦ Healthy Schools Project
- ♦ Work Experience Providers

- ♦ Basic Skills Quality Standards
- ♦ Sporting Bodies & Associations
- ♦ Porthcawl Council
- ♦ Paired Reading Scheme
- ♦ Parliamentary Visits
- ♦ Cluster Group
- ♦ Music Groups/Associations
- ♦ Bridgend Student Council
- ♦ Learning Network

### **Informal and Voluntary Partnerships**

These include links with:-

- ♦ Duke of Edinburgh Award Scheme
- ♦ Fair Trade
- ♦ University Third Age
- ♦ Army
- ♦ Charities
- ♦ Local Press
- ♦ Pavilion
- ♦ Young Enterprise
- ♦ Local Sports Clubs
- ♦ CEWC
- ♦ Porthcawl Rotary
- ♦ Respite Care
- ♦ Sea Cadets
- ♦ Local Churches (Grace Church meets on school premises)
- ♦ Our neighbours
- ♦ ECO Award Scheme
- ♦ Road Safety

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- ♦ Local Action Groups
- ♦ Porthcawl Regeneration Group
- ♦ Primary and Special Schools beyond catchment eg BTEC performances
- ♦ Residents' Association
- ♦ Community Forum
- ♦ Schools abroad
- ♦ Childline
- ♦ Careers Providers

### **PROCESSES**

Describing the processes involved in establishing a partnership arrangement in each of the above-listed categories, be it Statutory, Formal, Curricular, Informal or Voluntary would be a task of considerable magnitude.

The purpose of this section of the policy is twofold. Firstly, to set out the principles involved in the process of establishing and maintaining a partnership agreement and secondly to provide, by way of example, a further insight into the processes at work in **three** chosen partnership arrangements.

#### **(i) PRINCIPLES WITHIN THE PROCESS**

Porthcawl Comprehensive School adheres to a set of key principles whilst establishing and maintaining partnership arrangements with a body, agency or group within the community. These principles are:-

- the partnership arrangement so far as practical is based on openness, mutual trust and honesty;
- the partnership agreement should be clearly understood by all involved in the agreement and good communication the key for exchanging information;
- the purposes and aims of the partnership agreement should be understood and the benefits derived from the agreement evident to all participants and of mutual benefit;
- the key priorities for Porthcawl Comprehensive School entering into a partnership arrangement will be for the ultimate benefit of the young people associated with the school and the well-being of the community;
- partnership arrangements are subject to review regarding their benefits and cost effectiveness and subject to modification following accountability and analysis;
- when appropriate and where desirable, partnership arrangements should be formally written and when necessary costed appropriately. Formal partnership contracts will also indicate the length of commitment in time.
- partnership arrangements will not promote the self-interest or benefit of any particular individual or group of people. Benefits derived from the partnership will be apparent, open and fair.

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**(ii) THREE EXAMPLES ILLUSTRATING THE "PROCESS" OF PARTNERSHIP**

**Parents/Guardians** (first example)

- The school recognises its statutory obligation and duties to parents/guardians of pupils in the school.
- A home-school partnership agreement has been established between the school and parents/guardians.
- The school provides key information to parents/guardians. This includes:-
  - summary progress reports relating to the student
  - consultation evenings with teachers of the student
  - governors' report to parents

- school prospectus (containing key policies)
  - curriculum information (eg option booklets)
  - internet usage agreement
  - SEN partnership protocol
  - summary of the school development plan
  - other information events such as parents' forum (Yr 11), careers evening, UCAS evening, 6th Form induction evening
  - school newsletter (Porthcawl Post)
  - incidental letters of key events
  - letters re attendance, punctuality, discipline, uniform
  - other letters affecting the family eg bereavement
  - use of homework diary
  - School website
  - Student Resource Centre
- The 'open door' policy at Porthcawl Comprehensive School encourages parents' interest in their son's/daughter's education and in school life as an adult helper. We recognise that parents are our principal contact with the local community. They communicate what is happening in our school to the wider community as well as promoting Porthcawl Comprehensive School's reputation.
  - Parents are encouraged to access the school through the pastoral system or directly through the Senior Management Team. A record of telephone calls to the school by parents is kept, as well as letters of general correspondence.
  - There are many events held throughout the year to which parents are cordially invited. These include PTA events, Sports Presentation evening, Awards evening, Drama performances, sporting events, information evenings, school shows, transition concert/evening, poetry evenings, parents forums, UCAS related events and curricular evenings.
  - Parents have access to the school website which contains key school policies including the complaints policy and a daily news bulletin.

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#### **Links with Local Industry** (second example)

Porthcawl Comprehensive School values greatly its links with local industry and commerce. These links are established through the school's own initiatives and by means of links with the Education Business Partnership. Links with industry include:-

- Work experience placements in Years 11 and 12

- Work shadowing placements in Year 13
- Community placements in Year 13
- 'Mock interviews' conducted by industrialist in Year 11
- All year groups (7-13) involved in Compact scheme
- Curricular links in Technology, Science, Electronics, Humanities and I.C.T
- Visiting speakers from industry to PSE
- 'Project Dynamo'
- Self Awareness days in Year 9
- Small Business Challenge in Year 12
- Enterprise Scheme in Year 7 (Business Challenge)
- Young Enterprise in Years 12 and 13
- 'Wise for Life' scheme
- Careers conventions (organised by school)
- Engineering Scheme (national programme)
- More Able and Talented days
- Use of employers as trainers for the complementary curriculum
- Use of EBP for pupil monitoring

As well as the above, the school enjoys significant sponsorship from local industry for a variety of events including the school show, the PTA golf day event and newsletter publications.

### **Links with Primary Schools** (third example)

Porthcawl Comprehensive School has developed outstanding links with its associated primary schools which has culminated in a well developed transition plan.

The school formally has 4/5 associated primary schools but in practice pupils are drawn from approximately 20 primary schools each year.

Primary/secondary liaison activities include:-

- Primary/secondary school cluster planning meetings
- Joint training of secondary/primary staff on a synchronised in-service day
- The design, development and delivery of joint teaching materials in English, Mathematics, Welsh, Science, History, Art, PE, MFL, SEN, Drama and Music
- Joint funding bids to various budget
- Joint working of Schools Councils
- Common Pupils Homework diary to associated primary schools
- Joint Transition Concert

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- Playwright Evening
- Moderation of levels of assessment
  
- Sporting events (including Dragon Sports)
- Art projects
- Transition Day
- Transition Evening for parents
- Sharing of school resources including PE facilities, minibuses, ICT equipment, science equipment

A common development/action plan has been established between the associated schools and a focus on the transfer of data and common reporting process remains a priority.

The above three examples of partnership, namely 'parent partnership', 'partnership with local industry' and 'partnership with local primary schools' provides some insight into the PROCESS of partnership in the context of the established principles.

Similar space would be required to be given to the range of partnership agreements listed in the PROCEDURES section of this policy.

In summary, Porthcawl Comprehensive School values its partnership arrangements in all areas, be they statutory, formal, curricular, informal or voluntary as listed.

Partnership arrangements are not static or inert but rather dynamic and developmental in nature. It is because of the continuous dynamic of such partnerships with the community that care and time must be taken to support and service the on-going partnerships.

The benefits to both young people and the community are mutual and clearly evident.

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