

Haytor View Community Primary School & Nursery

Community Cohesion Policy



Learning together - enjoying success - aiming high - celebrating difference – enriching community

Introduction

The curriculum of our school should promote the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life. We aim for our school to be a thriving, cohesive community, playing a vital part in supporting the development of a cohesive society. This is as part of our duty for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, language and ethnicity.

We have a responsibility to ensure that our children learn about cultural and community heritage, including the wider community of the UK and the global community. We aim to promote through our ethos and curriculum a common sense of identity and support of diversity, showing how different communities can be united by common experiences and values.

We believe that it is the duty of our school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

Rationale

Through our work and partnerships we will promote cohesion and provide a common point of communication for a wide range of people. We will equip young people to make a positive contribution, to care for and contribute to the community, to understand human rights and gain an international perspective of their world. We will develop responsible young citizens who support cohesion. This policy will make a key contribution to the school's positive ethos.

We will aim:

- To ensure that there is a common vision and sense of belonging by all as a part of our school and local community.
- To help learners and all in school appreciate and value the diversity of people's different backgrounds and circumstances.
- To help all learn about our nation's history, culture, traditions and it's developing and changing nature.
- To help all develop an understanding of the rights and responsibilities of being a citizen of the United Kingdom.
- To ensure that all are treated fairly and equally and given similar life opportunities.
- To ensure that strong and positive relationships exist and continue to be developed in schools and in its wider community.
- To help learners develop a sense of belonging as part of a global community.

What is community cohesion?

We believe that this means working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated, valued & respected; 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.

Key Themes:

1. Who am I?
2. Who are we?
3. Where do I (and we) belong?
4. How do we all live together?

Community from our school's perspective

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

- the school community – the children we serve, their families and the school staff, governors and volunteers;
- the community within which the school is located – the people who live or work in that area;
- the local learning community – the children and staff who are part of other local schools;
- the community of Britain;

- the global community – formed by EU and international links.

We explore community cohesion in the following dimensions:-

1. The school community – belonging to our school, helping each other, developing our potential friendships and valuing relationships with one another and friends (governors, parents, helpers who support the school)
2. The local community – building partnerships with our local community especially in enriching our curriculum through visits and visitors. Also leading and supporting community events in the locality and utilising our buildings and resources for the benefit of the local community
3. The community of Great Britain by: developing meaningful school links with schools in other parts of the UK. Enabling our children through the taught curriculum, to build their knowledge and understanding of the diversity of life in the UK. Using resources (especially books, CD ROMs, DVDs and display material) which enrich children's understanding of diversity in the UK.
4. The Global Community: Enabling children to learn about and from different countries and cultures, including visits. Developing links and teacher exchange visits with schools in other countries. Promoting effective learning about other countries and cultures through lively and stimulating resources.

Teaching, learning and curriculum

We aim to ensure that we provide:

- Opportunities across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities for pupils to discuss issues of identity and diversity and what it means 'to live together or share space'.
- This school will promote awareness of human rights. All will apply and defend them.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through being introduced to materials and experiencing visits which reflect diversity;
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- 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.
- Opportunities for discussing issues of identity and diversity across the curriculum
- An international dimension to our curriculum planning and delivery
- We will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations: including where appropriate, links with different schools and communities.

Examples from our school include:

- Our school has a varied and relevant curriculum that develops pupils' understanding of community and diversity;
- We have a well resourced Religious Education syllabus based on the local RE Agreed Syllabus which develops knowledge, attitude and skills;
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping e.g. PSHE and Citizenship curriculum and the use of the SEAL;
- 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

- Our school has a commitment to securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.
- The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.
- Our school will monitor incidents of prejudice, bullying and harassment.
- The school admissions criteria promotes community cohesion and social equity.

Examples from our school include:

- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status;
- Tracking and closing the gap between groups of pupils;
- Developing a personalised approach to each child;
- The development of gifted and talented children within the school as well as having effective procedures

to support children with special educational needs;

- Equal opportunities and race equality policies are in place;
- Use of induction program for new arrivals ;
- Effective approaches and clear school procedures in place to deal with incidents of prejudice, bullying and harassment e.g. monitoring reports to governors termly;
- Admission arrangements that promote community cohesion;
- Monitoring our school behavior policies so that no groups suffer prejudice.

Engagement and Ethos

We seek to develop the ways that we work in partnership with other schools, looking both locally and further field including the use of the internet. Sharing opportunities provides a means for pupils to interact and develop awareness of community and diversity. Good partnership activities with the local and wider community might include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- 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.
- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family liaison work.
- Provision of extended services including working with the Children's Centre, and in particular bringing parents together through parenting and family support and community use of facilities for activities that take place both during and out of school hours, including adult and family learning, ICT.
- Joint learning projects involving colleagues of other schools, targeting the development of provision within the local community.
- Taking part in video conferencing with partner schools.
- Children participating in inter school events e.g. maths/science challenges, sport activities.
- Local Learning Community training days.

Examples from our school include:

The school community

- An established school ethos with clear aims, objectives and rules that underpin everyday practice;
- Partnership arrangements in place to share good practice and offer pupils the opportunities to meet and learn from other pupils;
- The use of parent experience;
- The School Council to reflect pupil views;
- Regular participation in Citizenship initiatives;
- Drawing upon a number of local cultural organisations to provide speakers for assemblies or as stimulus to learning in the classroom;

The area in which the school is located

- We have strong links with our local Police Community Liaison Officer;
- Strong links and multi-agency working practice developed between the school and other local agencies;
- Engagement with parents through assemblies, open evenings, use of the parent worker parent and child courses;
- Close working with the Children's Centre staff;
- Provision of extended services and community use of facilities for activities that take place in and out of school hours e.g. including sports, adult and family learning, information and communications technology'

Developing awareness of the UK community

- To provide a curriculum for children to take into account how different communities may live e.g. rural, suburban, urban including use of high quality resources and visits to other areas;
- Giving children experiences through visits of differing areas and communities;
- Ensuring that children are aware of national and local events that affect people's lives;
- Learning about how different communities celebrate different festivals within Britain, e.g. Ramadan, Eid-Al-Fitr, Diwali, Chinese New Year, Christmas, Easter, Harvest;
- We prepare our pupils for active Citizenship in the school and community through: the School Council, video conferencing with partner school in France, reciprocal visits with a school based in Leicester, working in partnership with other learners in Newton Abbot, taking part in pupil dialogue to inform provision, fund raising, effective use of assemblies/SEAL/PSHE, 'R' Time.

Developing awareness of the UK community global community

- To established links locally and Internationally
- Children raise funds to support different communities both in the UK and the international community;

- The geography curriculum informs children of lives in a global context;
- Charity events are set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day etc

The Role of Governors

Our Governing Body is legally responsible for ensuring the promotion of social cohesion and the Headteacher is responsible for ensuring that the duties are fulfilled within school.

On a regular basis our governors will consider:

- The school's impact on the community;
- How our school uses its own data around bullying and racist incidents to inform provision;
- Whether we serve the wider community effectively;
- How representative our governing body is of the local community and pupils' backgrounds;
- What our school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable;
- Whether we have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available;

Links with other school policies:

- Equality and Diversity
- Racial equality
- PSHE
- Religious Education
- Anti-Bullying
- Spiritual, moral & cultural policy
- SEN and inclusion
- Disability Discrimination Act policy
- Gifted and talented
- Home School Agreement
- Learning and teaching

Our network of partners in this area of school life includes:

- The Police through the Community Liaison Officer
- The Children's Centre
- Vicar of local Church
- Parent partnership
- NALC (Newton Abbot Learning Community)
- Parent Support Worker
- Community Health Visitors
- Community Centre
- Youth Service
- Youth Offending Team

Websites of interest

www.ofsted.org.uk

www.schoolsnetwork.org.uk

www.education.gov.uk – Search 'community cohesion'