

SCHOOL POLICY FOR COMMUNITY COHESION

Responsible Persons: Hazel Coleman and Kay Ferriday

Date Adopted:
Summer 2018

Review by:
Summer 2021

How the Policy developed

The curriculum of our school should promote the spiritual, moral, cultural, and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life.

We already consider this part of our role, and the Christian ethos and curriculum provided at St Leonards C.E. Primary School already promote a sense of community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools play a full part in promoting community cohesion. Our school works with our pupils to be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

Our School Vision

How it relates to the School Development Plan

The policy links into the SDP in its own right, but also has an impact and influence on other policies.

Key Targets for the Period to the Date of the Policy review

- Teaching, learning and curriculum – through our Christian values - to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, understanding of environmental and global responsibilities and to develop the skills of participation and responsible action.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Task	Action Group	Timescale	Cost
1. Agreed by staff and Governors	Staff and Governors	Summer/Autumn term 2018	----
2. Advance our link with Birchills CE primary Walsall	Mrs Coleman and Year 5 teachers	Summer/Autumn term 2014	£500 for coaches and any resources needed when Birchills come to us.
3. Continue to embed links with Greenfield's and our local Community	Mrs Coleman, relevant Governors and staff	Summer/Autumn term 2014 – then ongoing through the year	

4. Initiate a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities and participation in national and global events	Mrs Coleman and staff	Ongoing through the year	As budget allows.
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Intentions

Every school - whatever its intake and wherever it is located - is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. The staff and pupil populations of some schools reflect this diversity, allowing pupils to mix with those from different backgrounds. Our school does not and we are making links with other schools and organisations in order to give our pupils the opportunity to mix with and learn with, from and about those from different backgrounds.

We wish to show that through our Christian ethos and curriculum St. Leonard's can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

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

Aims and Objectives

This policy aims to show how all members of St. Leonard's C.E. Primary School will meet their duty to promote community cohesion.

What is community cohesion?

By community cohesion, we mean 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 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.

Community from a school's perspective

When we talk about community cohesion at St. Leonard's C.E. Primary School we mean the following groups:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- The global community – our place within the world.

What can we do to promote community cohesion?

How does our school contribute towards community cohesion?

All schools, whatever the mix of pupils they serve, are responsible for equipping those pupils to live and thrive alongside people from many different backgrounds. Just as each school is different, each school's contribution to community cohesion will be different and will need to develop by reflecting.

Our contribution to community cohesion can be grouped under the following strands:

Teaching, learning and curriculum – through our Christian values, to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, understanding of environmental and global responsibilities and to develop the skills of participation and responsible action.

Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

What do we need to consider in promoting community cohesion?

We need to consider what activities already take place within the school and what might be arranged in cooperation with other schools.

In addition, as a school we will consider the duty to promote well-being, of children's enjoyment as they achieve and how we are making a positive contribution.

Teaching, learning and curriculum

At St. Leonard's C.E. Primary School we all aspire to have a high standard of teaching, and curriculum provision, that support high standards of attainment, promote common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We will ensure that our pupils have:

- 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'.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- 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.

Equity and excellence

Everyone at St. Leonards C.E. Primary School believes in full inclusion of all members of society in a fair and equal way in order to bring out the best in each and every child.

We should continue to focus on 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 admissions criteria emphasizes the importance of admission arrangements that promote community cohesion and social equity.

Engagement and ethos

School to school: We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further afield and the means of developing the relationship may be through exchange visits or through the internet.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

School to parents and the community: Good partnership activities with the local and wider community 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 curriculum evenings, parent and child courses and family liaison work. Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place, including adult and family learning, ICT and English for speakers of other languages (ESOL) classes.

Equal Access and Outcome

Any community involvement will be on the basis that access is open to anyone regardless of creed, colour, gender or disability. Any group which does not meet these criteria will be denied use of the school and its facilities. This policy will sit alongside, and take account of, all of our Equality Policies

Health and Safety

All groups hiring or using the school facilities will be made aware of the Health and Safety regulations of their activity and will be expected to ensure that they meet these requirements. Failure to do so could lead to exclusion from the school and its facilities.

Implementation

The policy will be implemented in the following ways..

Involvement with outside groups

The school where possible will try to be involved with any community group or activity that fits within the aims and objectives of the school. Its involvement will depend, at times, upon the availability of members of staff or upon time being available within the school timetable. Involvement in artistic activities, community projects and events such as civic activities will all be undertaken when possible. The school will be willing to take a leading or initiating role in any of these activities which are aimed at strengthening the schools position in the community in which it finds itself. Examples of such activities are listed below:

Community acts of worship; community improvement schemes, e.g. litter clearances, environmental projects of safety schemes; visits to Senior Citizens in residential care to provide entertainment; participation in a variety of community competitions both sporting and academic; links with local groups e.g. playgroups etc.

Bringing the Community in

The school also needs to create opportunities for the wider community to view, understand and experience the activities which form part of its daily routine. To this end opportunities should be created to invite the wider community to share time and activities with the school. This can be done by holding “Open Days”

Educational Evenings, public performances, acting as a centre for community group activities e.g. “One World Week” activities, Fairtrade week, and by extending an open invitation to the wider community to visit at any time. On such occasions pupils can be used to explain the workings and philosophy of the school as well as the adult members of the school staff including Governors.

Representation on Community Groups

As a member of the wider community the school should be willing to accept that this carries with it a responsibility to be part of the groups working within the community and, as such, should wherever possible provide representatives to the various groups that function within the community. These representatives can come from any part of the school “family” e.g. Governors, teachers, other staff or pupils. Such membership should be the subject of discussion by interested persons, and the views to be represented agreed.

Continuity and progression

It is the responsibility of the Head Teacher to monitor and assess the implementation of this policy and the outcomes from its development. This will be done as part of the School Development Plan and rolling programme of curriculum review. It is the responsibility of the Governing Body to monitor the School Development Plan and ensure that all aspects, including community cohesion, are being carried out and are evaluated with future targets set for subsequent years.

Resourcing

Finances to resource activities within the policy will be identified from within the Total School Budget.

Reporting

An annual report will be made to the Governing Body. A separate item will be included in the Headteacher’s termly report to Governors. Use of the school will also be identified as an item within the Annual Governors Report to Parents.