

Newchurch Community Primary

Community Cohesion Policy

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

Sara Lawrenson
Jayne Narraway
Governors

Linked Policies

Curriculum policy
Mission Statement
Prevent Risk Assessment

Next Review: December 2017



Community Cohesion Promotion Policy

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.

Introduction

The curriculum of our school promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of later life.

We already consider this part of our role, and already work in ways which promote community cohesion. As globalisation continues, it is more important than ever that we play a full part in promoting community cohesion. Our school is a thriving, cohesive community, which has a vital part to play in building a more cohesive society. We are 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. We believe this to be especially important to our school, since our catchment does not reflect a broad diversity of cultures. We therefore consider it an important life-skill to teach our children about community cohesion issues.

We wish to show that through our ethos and curriculum Newchurch 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 our duty to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

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

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

- 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 - formed by EU and international links.

In addition, we consider that we are part of a community within our networks, where staff and children meet to share learning.

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.

For some schools with diverse pupil populations, existing activities and work aimed at supporting pupils from different ethnic or socioeconomic backgrounds to learn with, from and about each other, will already be contributing towards community cohesion. For other schools where the pupil population is less diverse or predominantly of one faith, socioeconomic or ethnic group more will need to be done to provide opportunities for interaction between pupils from different backgrounds.

Broadly, our schools' contribution to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum - 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, 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.

Teaching, learning and curriculum

We have a high standard of teaching and curriculum provision that supports high standards of attainment, promotes 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 are integrated across the curriculum.

We need to ensure:

- That we uphold British Values through the careful design of our curriculum (see our school website for planning examples),
- Lessons across the curriculum promote school's core 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 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.
- 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, for example, through our School Council.

Equity and excellence

We 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.

Our tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Through our regular questionnaires for pupils and parents, we monitor incidents of prejudice, bullying and harassment. If incidents do take place, they will be dealt with in accordance with the appropriate behaviour and discipline policies.

Engagement and ethos

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

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

School to parents and the community: Good partnership activities with the local and wider community include:

- Working together with community organisations, for example we have strong links with our local library, which the children regularly visit in school time, and a local nursing home, where residents regularly visit us for assemblies, and we visit them in return.
- 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. For example, we have a community nurse who holds regular 'drop-in' sessions for parents in school, we also have a Family Support Worker who visits school regularly.
- Engagement with parents also takes place 'formally' through, back to school evenings, 'invite a guest to school afternoons' and our programme of parent workshops.