



# COMMUNITY COHESION POLICY

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## Purpose

DFE guidance describes Community Cohesion as a society where there is a common vision and a sense of belonging by all communities; where the diversity of people's backgrounds and circumstances is appreciated and valued and similar life opportunities are available to all; where strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The dimensions of community are broadly:

- The school community – pupils, staff, parents, governors, volunteers, members of the wider community involved in and/ or facilitating the school's activities.
- The community within which the school is located – the people who live and work in the area.
- The UK community.
- The global community.

The purpose of this policy is to ensure that the school not only complies with the legislation, but that all who work and learn in Scott, understand and can demonstrate their commitment to the community. This includes all the above mentioned dimensions of community.

## Aims

Our aims for community cohesion are:

To ensure that all members of our school community feel valued, appreciated and nurtured and that they receive equality of opportunity (which does not mean treating everybody the same, but taking account of differences).

To encourage our children to celebrate, rather than fear diversity and difference.

To provide our children with opportunities to make active and positive contributions to the local, national and global community, developing skills and enthusiasm in the process.

## Teaching and Learning

Broadly, our contribution to Community Cohesion can be grouped into the following headings:

### a) Teaching, Learning and the Curriculum

To teach children 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.

We provide lessons across the curriculum that promote common values and help children to value differences and to challenge prejudice and stereo-typing e.g., through discussions in PSHE lessons.

We develop our children's understanding of community and diversity through visits and meetings of different communities and through visitors coming into school.

We use external advice where necessary, to support our children for whom English is an additional language, this enables them to achieve at the highest possible level in Literacy.

We involve the children in decision making and value "pupil voice", through our School Council, this teaches our children to participate in and make a difference in school, in their local community and beyond.

### b) Equity and Excellence

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

We have a strong focus on securing high standards of attainment for all pupils, from all ethnic backgrounds and of different socio-economic status, ensuring that our children are treated with respect and supported to achieve their full potential. We rigorously monitor all groups' performance and attainment, through half termly pupil progress meetings, this is an opportunity for us to tackle underperformance by any particular group and identify future actions to address any underperformance.

As a school, we monitor whether children from any particular groups are more likely to be excluded or disciplined than others.

### c) 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. We have well established links with other local schools, which provides our children with the opportunity to meet children from different backgrounds. We have also built into schemes of work, opportunities for children to learn about children from different countries around the world. We actively engage with members of the local and wider community. We work with the local university and FE college on mentoring schemes and we bring students into school to work with our children. We have also established strong links with other agencies, such as social care, health, the police and parenting support groups and we have our own family support worker. We work closely with our parents, through coffee mornings, weekly newsletters, curriculum afternoons, home visits, and adult learning courses held at our school.

### **Assessment, Recording and Reporting**

The Governing Body will review evidence presented by staff in reports and gathered by governors on visits and seek to validate the judgements suggested in the SEF.

Appropriate evidence could include:

- Membership profile of governing body
- Pupil profile compared to community profile
- Analysis of the local social problems that impact negatively on the school, and of who else is working with the school to address them
- Analysis of attainment, attendance and exclusion by gender, ethnicity, SEN, children who speak English as an additional language, child carers, looked after children
- Analysis of bullying data and the effectiveness of responses to bullying
- Statements of values, principles and aims in the prospectus
- Availability of key documentation in community languages
- Signage in community languages
- Reports by staff and governors involved in auditing statutory policies such as equal opportunities, pupil discipline, admissions
- Reports of exchange visits and evaluations by pupils, parents and carers
- Analysis of surveys of staff, pupils, parents and carers, such as asking pupils' views on how well they get on with different groups within the school and local community
- Analysis of parental engagement in school activities
- Press reports of pupil/community interaction
- School assembly themes
- Summaries of lesson observation, scrutiny of teachers' planning and pupils' work
- School development plan
- Curriculum plans
- Complaints and compliments from the local community

### **Management Support**

The Headteacher will ensure that:

- All staff understand their responsibility to promote community cohesion
- Relevant training is organised for staff and governors
- The curriculum, both during and beyond the school day, maximises opportunities to promote understanding, engagement and positive action
- Pupils have equality of access
- The ethos and curriculum of the school prepare them to make a positive contribution in a richly diverse society
- The governing body is advised about what is in place and what is planned
- The governing body has opportunities to use its knowledge of the local, national and global community in the process of planning, monitoring and evaluation
- Opportunities for meaningful and continuous interaction between pupils and the community beyond the school are recognised and nurtured
- The school fosters an awareness about rights and responsibilities of pupils, their parents and carers as community members, regardless of migratory status and/or nationality
- Barriers to access, participation, progression, attainment and achievement are minimised/removed

Teaching and Support Staff will;

- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping.
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Promote attitudes and values that will challenge prejudice, discriminatory behaviour, assumptions and stereotyping

- Respond quickly and effectively to any incidents of prejudice, bullying and harassment
- Strengthen individual and collective skills to deal positively and confidently with change
- Provide opportunities for pupils to identify and develop shared interests among members of different social groups

Pupils, Parents and Carers will:

- Be consulted regularly on the effectiveness of all aspects of the policy
- Will be involved in monitoring the implementation of the policy and invited to suggest ways to enhance it
- They will be expected to promote positive attitudes to diversity and to promote the school in the community

The Governing Body will:

- Ensure that the school complies with the legal duty to promote community cohesion
- Endeavour to reflect the community served by the school in its composition
- Promote the integration of community cohesion with other national priorities, personalised learning, narrowing the gap.
- Play an active role in planning, monitoring implementation and evaluating the impact of the community cohesion strategy.

### **Equal Opportunities**

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

### **Disability Discrimination**

Scott Lower School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.