

Shipbourne School



Community Cohesion Policy November 2017

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 already consider this part of our role, and already work in ways which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Our school should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

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, language and ethnicity.

Whilst our school is characterised by ethnic, cultural, faith and linguistic diversity, we still have a responsibility to ensure that our children learn about an even wider cultural and community heritage, especially the wider community of the UK and the global community

We wish to show that through our ethos and curriculum our school can promote a common sense of identity and support diversity, showing our pupils 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. We also need to reflect upon and appropriately respond to, government guidance '**Learning together to be safe**' and work in partnership with the local authority and the Police to ensure that our pupils are appropriately informed and protected.

2 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 our school's perspective

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

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- 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, schools themselves create communities – for example, the networks formed by schools in development groups

3- What do we need to consider in promoting community cohesion?

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

Teaching, learning and curriculum

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We need to ensure that we provide:

- 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.
- opportunities for discussing issues of identity and diversity across the curriculum
- an international dimension to our curriculum planning and delivery

Examples from our school include:

- Our school has a varied and relevant curriculum that develops pupils' understanding of community and diversity and is enriched through fieldwork, visits and meetings with members of different communities and workshops from a variety of cultures
- We have a well resourced Religious Education syllabus based on the local RE Agreed Syllabus which develops knowledge, attitude and skills in many of the areas at the heart of effective community cohesion.
- 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 programme.](#)
- 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

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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 individuals and to tackle underperformance by any particular group or individual.

Our school will monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others will be accompanied by the appropriate behaviour and discipline policies that are in place to deal with this.

Our school admissions ~~criteria is~~criteria are in line with KCC policy and provides equal opportunities according to our Single Equality Statement.

Commented [AG1]: Do they? We just go with what KCC allocate

Shipbourne School focuses on:

- Suring high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status;
- The development of gifted and talented children within the school, as well as having effective procedures to support children with special educational needs;
- Having equal opportunities and race equality polices in place;
- Developing programmes of work for new arrivals;
- Having effective approaches in place to deal with incidents of prejudice, bullying and harassment e.g. monitoring reports to governors termly; clear school procedures;
- Admission arrangements that promote community cohesion and social equity;
- Monitoring our school behavior polices and practice so that no groups or individuals suffer prejudice. The school ~~ensures that~~ensures that inappropriate behaviour, exclusions, racist, bullying and drug related incidents or other stereotyping is monitored termly and reported to governors.

Engagement and Ethos

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- We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further ~~afield~~teafield to find the means of developing the relationship, maybe through visits or more likely 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.

The school community

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- A school ethos established with clear aims, objectives and rules that underpin everyday practice e.g. no bullying, teasing or racist comments
- Partnership arrangements in place to share good practice and offer pupils the opportunities to meet and learn from other pupils from different backgrounds.
- Opportunities for parents and other relatives to talk about living in different communities and using their skills to promote learning
- School council to take into account all pupil views.
- Regular participation in initiatives and awards promoted by the local authority
- We draw upon a number of local organizations to provide speakers for assemblies or as stimulus to learning in the classroom.

The area in which the school is located

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- Shared use of local facilities to provide a means for pupils to interact.
- We have strong links with our local Police Community Liaison Officer
- Working with community representatives, for example bringing community representatives into school to work with pupils.
- Strong links and multi-agency working practice developed between the school and other local agencies,
- Engagement with parents

The UK community

- Curriculum in place for children to take into account how different communities may live.
- Giving children experiences through visits and residential 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.
- We prepare our pupils for active Citizenship in the school and community.

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The global community

- Links established locally and also International Links
- Children raise funds.
- Geography curriculum informs children of lives of world wide ways of living
- Charity events set up to support children around the world.

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The Role of Governors

Our Governing [Body Board](#) is legally responsible for ensuring the promotion of social cohesions 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 i.e. is the school exacerbating divisions or challenging them and breaking them down?
- How our school uses its own data around bullying and racist incidents to inform provision and school development?
- Whether we serve the wider community and help bring pupils and parents together?
- 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?
- How our school actively promotes understanding and dialogue between different groups, do we work in partnership with community and faith leaders?
- Any social problems which might impact adversely upon the school and how we have sought to engage key partners?
- Whether we have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available?

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Monitoring Social Cohesion at Shipbourne Primary School

The school staff and governors will regularly review activity under the key headings above to ensure that this is further developed and refined.

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Monitoring and review

- This policy will be monitored by the Governing Board, who will always take due note of the guidance provided by the local Education Authority.
- The policy will be reviewed every three years, or earlier in the light of any changed circumstances, either in our school or in the local area.

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