

# COMMUNITY COHESION POLICY

## Introduction

The term 'community cohesion' encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds and the avoidance of the effects of intolerance or harassment, thereby promoting mutual civility and a respect for diversity.

At Pippins School we value a society in which there is a common vision and a 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.

The governing board is committed to promoting community cohesion and discharges its responsibility by encouraging all staff members to be proactive and by involving pupils in the promotion of community cohesion. We ensure that our admissions policy is fully compliant with the school admissions code and take care not to present ourselves in a way that might deter parents from particular communities from seeking places for their children at the school.

## Objectives and targets

The purpose of this policy is to set out the actions that will be taken at Pippins School to promote community cohesion. While focusing on British values and being aware of the school's duties under the 'Prevent' strategy aimed at anti-terrorism, the target is to build a school which tries to promote good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The school aims to avoid the effects of intolerance or harassment, thereby promoting mutual civility and a respect for diversity and community cohesion.

## Action plan

For Pippins School we understand that community includes:

- The school community – the pupils it serves, their families and the school's staff and governors.
- The neighbourhood community – the school in its geographical community and the people who live and work in that area.
- The network community – the school working with other schools and providers in the cluster.
- The community of Britain – all schools are by definition part of this community.
- The global community – formed by the school's links with the EU and international links.

At Pippins School we recognise that we have a key part to play in promoting community cohesion through our approach to:

- Teaching, learning and curriculum.
- Equity and excellence.
- Engagement and ethos.

### **Teaching, learning and curriculum**

As an effective school we have a high standard of teaching and curriculum provision. This supports high standards of attainment and 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. Principally through our focus on spiritual, moral, social and cultural development:

- We teach pupils to understand others.
- We promote British values, common values and value diversity in the school population.
- We promote awareness of human rights and of the responsibility to uphold and defend them.
- We develop the skills of participation and responsible action.
- We are mindful of our duties to forbid political indoctrination and try to offer a balanced presentation of political issues, particularly in regard to the need to prevent pupils from being drawn towards terrorism or extremism which can create an atmosphere conducive to views which terrorists exploit.

Integrated across our curriculum are opportunities for discussing issues of identity and diversity, for example:

- 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', particularly at the local community level.
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through educational visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language 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 and make a difference in school, their local community and beyond.

### **Equity and excellence**

Our focus is on securing high standards of attainment for every pupil from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to reach their full potential.

- We strive to ensure equal opportunities for all to succeed at the highest level possible.
- We seek to remove barriers to access and participation in learning and wider activities.
- We aim to eliminate variations in outcomes for different groups.

### **Engagement and ethos**

We value partnership arrangements that enable the sharing of good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds. We are committed to providing a means for children, young people and their families to interact with

people from different backgrounds and build positive relations. Our partnership opportunities include:

- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family liaison work.
- Provision of extended services, in particular bringing parents together from different backgrounds through parenting and family support, and community use of facilities for activities that take place out of school hours, including adult and family learning, ICT and English for speakers of other languages (ESOL) classes.
- Promoting links with different types of school locally including, where appropriate, the shared use of facilities.
- Working together with community representatives.
- Maintaining strong links and multi-agency working between the school and other local agencies.
- Liaison with voluntary community-based activities.
- Promoting links with different types of school across the country.
- Promoting international links

### **Monitoring and evaluation**

We monitor the impact of our strategy in the following ways:

- By monitoring the content of the curriculum, particularly the citizenship curriculum.
- By monitoring the effectiveness of our approaches in dealing with incidents of prejudice, bullying and harassment.
- By monitoring whether pupils from particular groups are more likely to be excluded or disciplined than others.
- By monitoring and improving on partnership opportunities wherever possible.

We evaluate progress in the following ways:

- By analysing the delivery of the curriculum and its effects on the pupils' relations between different races, faiths/beliefs and socio-economic backgrounds and the reduction in intolerance or harassment.
- By analysing assessment results to keep track of the relative performance of the different groups.
- By using the outcomes of analysis to tackle underperformance by any particular group.
- By evaluating the effectiveness of links and partnerships with local, national and international groups.

We monitor the effectiveness of this policy by considering the outcomes of the analyses undertaken and the headteacher will report to the governing board annually on these outcomes so that action

may be taken to improve the policy. Any changes in legislation which impact upon this policy will be addressed.