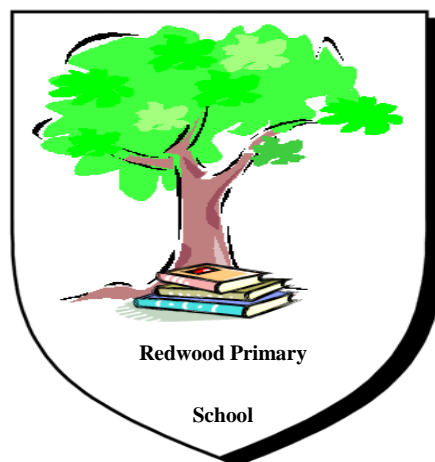


COMMUNITY COHESION POLICY



Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
February 2025	Lyndsey Shepherd	Removal of information about links with China as no longer relevant	03.02.2025	

1. Introduction

The curriculum of our schools should promote the spiritual, moral, social, 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 schools 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.

Our two schools are very different. Parkview is characterised by some ethnic, cultural, faith and linguistic diversity. However, the large majority of our children are white British, so we have a responsibility to ensure that our children learn about a wider cultural and community heritage, especially the wider community of the City, the UK and the global community. Redwood has a much wider ethnic, cultural, faith and linguistic diversity.

We wish to show that through our ethos and curriculum our schools 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 schools 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, the recent DCSF guidance 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 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 schools are located – the schools in their geographical community and the people who live or work in Oakwood, Sinfin and the City of Derby;
- 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?

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

Teaching, learning and curriculum

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 schools include:

- Our schools have varied and relevant curriculums that develops pupils’ understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities e.g. all children go on school visits each year as part of the curriculum to visit a range of Places of Worship and/or experience 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 □ We have achieved International School Award at Parkview.
- Targeted support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.
- R-time, a programme of lessons to develop good social skills, is used throughout both schools.

Equity and Excellence

Our schools are 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 schools’ individual tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Our schools 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 should be accompanied by appropriate behaviour and discipline policies in place to deal with this.

Our schools' admissions criteria emphasises the importance of admission arrangements that promote community cohesion and social equity.

Examples from our schools include:

- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status e.g.Tracking and closing the gap between groups e.g. intervention strategies put in place to counter boys' underachievement at the end of Year Two
- Developing the personalised progress of work
- The development of gifted and talented children within the school as well as having effective procedures to support children with special educational needs □ Equality and Diversity policy is in place.
- Effective peer mentoring for new arrivals
- Effective approaches in place to deal with incidents of prejudice, bullying and harassment e.g. monitoring reports to governors; clear school procedures.
- Admission arrangements that promote community cohesion and social equity, as determined by Derby City Council
- Monitoring our school's behaviour policies so that no groups suffer prejudice.

Engagement and Ethos

We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further field and the means of developing the relationship may be through exchange 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. Good partnership activities with the local and wider community might include:

- Maintaining strong links and multi-agency working between the school and other local agencies, such as the police, social care and health professionals.
- Engagement with parents through PFA (Parents and Friends Association) events, 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 out of school hours, including adult and family learning.

Examples from our schools include:

The school community

- A school's ethos established with clear aims, objectives and rules that underpin everyday practice e.g. no bullying, teasing or racist comments
- Developing partnership arrangements in place to share good practice and offer pupils the opportunities to meet and learn from other pupils from different backgrounds. e.g. our growing links with a school in Kenya
- Use of parents to talk about living in different communities and using their skills to promote learning
- School council in each school to take into account pupil views e.g. monitor playground behaviour
- Regular participation in Citizenship initiatives and awards promoted by the local authority
- Parkview is involved in the International Schools Award which has given us many opportunities to develop community cohesion and to develop an international dimension to our curriculum.

The area in which the two schools is located

- We have strong links with our local Police Community Officer
- Working with community representatives, for example bringing community representatives into school to work with pupils i.e. priests visiting and discussing the different ways people worship
- Strong links and multi-agency working practice developed between the school and other local agencies,
- Engagement with parents through PFA events, refreshments after special assemblies, curriculum evenings, parent and child courses (Parkview),
- Provision of extended services (First Friends at Parkview) and community use of facilities for activities that take place in and out of school hours (Church on Oakwood at Parkview)
- Regular school visits to the local churches

The UK community

- Curriculum in place for children to take into account how different communities may live e.g. rural, suburban, urban through visits to other areas and other schools
- Giving children experiences through visits and residential of differing areas and communities e.g. study visits in the City Centre; river walks through rural areas and small towns □

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, e.g. Eid-Addha, Ramadan, Eid-Al-Fitr, Diwali, Chinese New Year, Christmas, Harvest, Passover, Baisakhi
- We prepare our pupils for active Citizenship in the school and community through, for example participation in class forum debates and School Council meetings; pupils' writing on subjects that affect their lives; pupils producing their own newspaper; organizing fund-raising events

The global community

- Links established locally and also International Links, most recently, China
- Geography curriculum informs children of world-wide ways of living
- Charity events set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day, Blue Peter Appeals etc □ Executive Head's links with Surtal Asian Arts Group

The Role of Governors

Our Governing Body is legally responsible for ensuring the promotion of social cohesions and the Headteachers are responsible for ensuring that the duties are fulfilled within school.

On a regular basis our governors will consider:-

- The two school's impact on the community i.e. is the school challenging divisions and breaking them down?
- How our schools use its own data around behaviour 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 schools can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable?
- How our schools actively promote 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?

Monitoring Social Cohesion at Parkview & Redwood 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. Evidence of social cohesion activity will be kept on file.

Links with other school policies: eg

- **Equality and Diversity**
- **Inclusion**
- **Citizenship**
- **Religious Education**
- **Anti-Bullying**
- **SMSC Policy**

Our network of partners in this area of school life includes: eg

- The Police through the Safer Neighbourhood Scheme
- Community Safety Partnership
- The Church on Oakwood and in Sinfin