

Spalding Parish Church of England Day School

*We are a caring Christian Community built on
Compassion, Trust, Friendship and Hope*

Community Cohesion Policy

Date of Policy:

June 2010

Adopted by Governing Body:

June 2010

Signed by Chair of Governors:

Melvyn Price

MISSION STATEMENT

We are a community dedicated to learning. We support children to develop the skills for life. As learners we will make mistakes and learn from them; always making new mistakes. We will not fault find and blame others. We will listen and ask questions, discussing things openly. We will keep ourselves informed. We will have fun and laugh together. We will spend time becoming emotionally and inter-personally competent.

COMMUNITY COHESION POLICY

There was a duty for schools to promote community cohesion under the Education and Inspections Act 2006. The DCSF definition of community cohesion is: ‘... 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.’

1. Introduction

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

We 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 we play a full part in promoting community cohesion. Our school should be a thriving, cohesive community having a vital part to play in building a more cohesive society.

Our school is responsible for educating children and young people who will live and work in a World which is diverse in terms of culture, faith, ethnicity and social backgrounds. Staff and pupils reflect this diversity, allowing pupils to mix with those from different backgrounds.

Our school is beginning to strengthen school/parish links, organisational links and those with the Spalding Cluster and local schools. We are endeavouring to develop our global links in order to give our pupils the opportunity to mix with and learn about those from different cultures and backgrounds.

We wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

2. Aims

This policy aims to show how all members of Spalding Parish Church of England Day School will meet their duty to promote community cohesion. This policy was first drafted in Summer 2010. We are a fully inclusive school and value our Mission Statement. Our school lies in a mixed community area in both socio-economic terms as well as culturally although the school has a predominantly white British intake.

The ethos and curriculum provided at SPCEDS already promotes a sense of community cohesion and the school works closely with St. Mary and St. Nicolas Parish and our neighbouring schools to further promote this.

As part of our everyday creative curriculum we believe that in order to prepare all of our children for living and working in a diverse and cohesive society, we should work with the pupils to:

- Encourage the development of a strong sense of their own identity, not only as individuals but as part of different community groups (locally, nationally and globally)
- Encourage positive and open attitudes towards diversity and develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping
- Support their development as active citizens within the community, citizens who know their own rights and responsibilities as well as knowing those of others
- Understand what equality means in terms of opportunity, non-discrimination and preventing any barriers or harassment

- Provide opportunities to find out more about, and positively interact and build relationships with, people from a range of different backgrounds within their local, national and global community.
- Ensure they receive a broad and balanced curriculum which uses elements from the local, national and global community to support their understanding of 'Life' and to support them in reaching their individual potential
- Provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved.

The policy for Community Cohesion reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

The Governing Body will ensure that the school complies with its duty to promote community cohesion and all staff will ensure that equality of opportunity and positive attitude to diversity are promoted as part of their overall responsibilities.

The Head Teacher is the named member of staff for Community Cohesion and is responsible for all staff understanding the policy and implementing its actions through the provision of support and training as well as through the monitoring of the impact of this policy.

3. Community cohesion at Spalding Parish Church of England Day School

When we talk about Community Cohesion at SPCEDS, we mean the following groups:

- the **home/school/parish community** – as a Church of England school we have a strong partnership between home, school and parish;
- the **school community** – the pupils it serves, their families and the school's staff;
- the **community within which the school is located** – the school as a part of Spalding and the people who live or work here;
- the **community of Great Britain** - all schools are by definition part of this community and the diversity within;
- the **global community** – not only as a member of the European Union but our place within the world.

4. Contribution towards community cohesion

Our contribution to community cohesion can be grouped under the following strands:

- Through our daily R.E. teaching programme we promote our Christian values and faith while developing pupils understanding of other global faiths.
- 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 extended services – 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.
- In addition, we will promote community cohesion through the Every Child Matters outcomes of making a positive contribution, ‘enjoy and achieve’ and ‘achieving economic well-being’.

5. Teaching, learning and curriculum

At SPCEDS we all aspire to have high standards of teaching that supports high standards of attainment, promotes common values and builds upon pupils’ understanding of the diversity that surrounds them. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum, thus recognising similarities, appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

We will ensure that our pupils:

- Recognise diversity across the school and within the wider community. This is celebrated and valued as much as possible
- Understand the idea of shared values and what that means to us as individuals
- Have an understanding of Human Rights and how they apply to everyone and the need to defend the human rights of all individuals

- Participate, through their own choices, in all that the school and wider community has to offer
- Engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping
- Have a greater understanding of community, diversity and thought enrichment activities - such as visits and meetings with members of different communities
- Have an effective voice and involvement in the governance and organisation of the school. This involvement teaches children to participate and make a difference in school, their local community and beyond.

6. Equity and excellence

SPCEDS believes in full inclusion of all members of society in a fair and equal way in order for everyone to achieve their potential and engage in lifelong learning.

To this end the school has robust policies and schemes for equality of opportunity, disability equality and gender equality as well as ensuring that all policies adhere to latest government laws and guidelines.

We will ensure that all pupils and staff:

- Are treated fairly and equally and given equal opportunities in all that the school has to offer.
- Work towards removing any barriers against access and participation in all that the school has to offer, both during curriculum time as well as during extended schools activities.
- Will identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach.
- Work together to eliminate any variations of expectation for any groups/individuals within the school.
- These outcomes are fully supported by the school's overall ethos as well as the policies already in place within school.
- SPCEDS's pupils already take an active part within the local community and we aim to progress further for the benefit of the pupils themselves, together with the wider community's understanding of the school.

We will therefore:

- Provide opportunities for our pupils and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members.
- Develop links with other schools and different communities; locally as well as nationally and internationally.
- Provide signposting to the extended services on offer in the school and elsewhere locally through the development of extended services.
- Develop stronger links with the local community organisations.
- Provide greater opportunities for pupils, together with their families, to take part in activities and receive services which build stronger positive interaction.

7. Monitoring and assessment

It is the responsibility of the Head Teacher to monitor and assess the implementation of this policy and the outcomes from its development; this will be done annually as part of the School Improvement Plan.

It is the responsibility of the Governing Body to monitor the School Improvement Plan and ensure that all aspects, including Community Cohesion, are being carried out and are evaluated with future targets set for subsequent years.