

Castlethorpe First School  
COMMUNITY COHESION POLICY

### **Rationale**

The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. Schools also have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups. From September 2007, schools were given the duty to promote community cohesion.

This policy should be read in conjunction with:

Our Equal Opportunities Policy

Our Policy on RE

Our Anti-bullying Policy

### **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 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 which is strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community.

Community cohesion in school is grouped under three headings:

**Teaching, learning and curriculum** – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

**Equality and Excellence** – to ensure opportunities' for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

**Engagement and extended services** – to provide reasonable means for children, young people, their families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

Every school is responsible for educating pupils to live in their school, local, UK and global communities.

### **Aims**

We believe our school has a key part to play in promoting community cohesion through our approach to:

- Teaching and learning: teaching pupils to understand others, promoting discussion and debate about common values and diversity
- Equality and excellence: removing barriers to access and participation, offering equal opportunities to all pupils to success at the highest level possible.

- Engagement and ethos: providing opportunities for children, young people and their families to interact with others from different backgrounds.

### **Community from our school's perspective:**

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

- The School Community- the children the school serves, their parents, carers and families, the school staff and governing body, volunteers from the community and community users of the school.
- The community in which the school is located- the school in its geographical community and the people who live and work in that area.
- The UK community
- The Global community

### **How our school contributes to community cohesion**

Broadly, we will contribute to community cohesion in three ways:

Teaching learning and the curriculum

We need to ensure that:

- Lessons across the curriculum promote common values and help pupils to value difference and to challenge prejudice and stereotyping
- The curriculum is built upon PSHE/SEAL principles and supports a cross curricular approach
- RE is taught within focused sessions
- We maintain links with the church through our Harvest and Christmas celebrations
- Multicultural Festivals are celebrated throughout the year.
- We provide a curriculum which is enriched with activities whereby pupils' understanding of community and diversity is enhanced through visits and meetings with members of different communities.
- We provide a personalised curriculum, with cross-curricular and curriculum enrichment activities that support the needs and achievements of every child within our school
- An effective voice and involvement of pupils in all aspects of school life in a way which teaches them to participate and make a difference not just in school but in their local community and beyond.
- Opportunities across the curriculum are promoted to share values and to help pupils to value differences and to challenge prejudice, discrimination and stereotyping.
- We raise awareness and participate in charity days/events (i.e. Red Nose day, Children in need, Harvest Festival)
- We encourage pupils' voice through Circle Time
- Continue to have links with other school communities, both local and global.

Equality and Excellence

We need to ensure that:

- Support is given for pupils for all to succeed at the highest levels possible.

- Assemblies are arranged that involve members of the local and wider community to promote the engagement of learners and shared understanding as well as the school's ethos and values.
- High standards and expectations are set for all pupils from all ethnic backgrounds and of different socio economic groups.
- Effective approaches are in place to deal with incidents of prejudice, bullying and harassment and are reported to Governors and the LA termly
- Admission arrangements are in accordance with the LA Code of Practice.
- All parents are encouraged to know how well their children are achieving, know their next step and help with homework
- All pupils are tracked throughout the school and that data is shared sensitively between the entire school community to support every child.
- Different groups are monitored for their performance and supported using targeted methods if underachievement becomes evident
- Governor analyse up to date data regularly and understand the strengths and ways forward for the school.

#### Engagement and Extended Services

We need to ensure that:

- We maintain existing Extended Schools provision, working with Acorn to provide before and after school care, hot school lunches and a range of after school clubs.
- We promote engagement with parents through; parents' evenings, curriculum events, community events.
- We signpost parent and child courses, family learning, website etc.
- We signpost extended services for activities that take place out of school hours, including adult and family learning.
- Strong links are fostered and encouraged, enabling multi-agency working between the school and other local agencies, such as the police, Sendis and health professionals.
- We continue to develop the VLP enabling children to share and learn either with their parents/carers or independently at home.
- The VLP is updated regularly so it remains fresh and engaging
- Regular letters are sent to all parents and made available online
- Open ended Homework tasks are set regularly to allow family interaction
- Provision of extended services, adult learning sessions and community use of school is surveyed annually.
- We maintain communication with the local community through; the village website, First Hand newsletter which is distributed to the local community and attending Parish Plan meetings.

- We continue to use members of the community to enhance the curriculum both as regular helpers and occasional visitors.
- We continue to support events held in the local community eg Open Gardens, and invite the local community to School events eg School fete, Christmas play, FOCS events.

**How is Community Cohesion managed, monitored and reported within Castlethorpe First School?**

Overall responsibility for embracing Community Cohesion lies within the Governing Body. They will audit the current provision, the strengths and areas for improvement within school and, together with the head teacher and Senior Leadership Team, aim to increase the school's role within Community Cohesion through the completion of an action plan.

Monitoring of this will be included in the Headteacher's Report to Governing Body.

Signed:

Guidance on the duty to promote community cohesion – DCSF

***April 2010***

## Community cohesion at Castlethorpe First School

<b><u>SCHOOL</u></b>	<b><u>LOCAL</u></b>	<b><u>NATIONAL</u></b>	<b><u>GLOBAL</u></b>
<ul style="list-style-type: none"> <li>• Governing body reflective of school population</li> <li>• History curriculum homes and transport</li> <li>• Celebrate Divali, Eid and Christmas</li> <li>• Parents newsletters</li> <li>• Parent curriculum workshops</li> <li>• New parent tours</li> <li>• New parent induction sessions</li> <li>• Home visits</li> <li>• India topic</li> <li>• Family discos</li> <li>• Activity Days</li> <li>• Sports days</li> <li>• Tracking progress and attainment</li> <li>• Links with Church</li> <li>• Bridgebuilders to assembly</li> <li>• Father Gary to assembly</li> <li>• PSHE curriculum e.g. belonging, relationships, bullying, families, respect, similarities and differences, feelings</li> <li>• Circle time for pupil voice</li> <li>• Pupil interviews to hear views on learning</li> <li>• Intervention groups for pupils</li> <li>• EWO attendance monitoring</li> <li>• Training for staff, LA, Sendis, Safeguarding</li> <li>• TA training and involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Church</li> <li>• Transition to Hanslope/curriculum sessions and induction</li> <li>• Transition from pre-schools</li> <li>• Children's centre/support/activities for parents</li> <li>• Music festival</li> <li>• Signposting string instrument opp in yr 2</li> <li>• Police</li> <li>• Church visit</li> <li>• Parish council</li> <li>• Forest schools tasters</li> <li>• Re-cycling</li> <li>• Sendis</li> <li>• Speech and language therapists</li> <li>• Educational psychologist</li> <li>• Small schools group and conferences</li> <li>• Partner school for the arts with the campus</li> <li>• Sports festivals with other local schools</li> <li>• Harvest collection</li> <li>• Children in need</li> <li>• Walk to School weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> <li>• Yr 2 Katie Morag stories/Scotland</li> <li>• Healthy school award</li> <li>• Children in need</li> <li>• Red nose day</li> <li>• Poppies</li> <li>• Book week</li> </ul>	<ul style="list-style-type: none"> <li>• World book day</li> <li>• India project</li> <li>• Red nose</li> <li>• Foundation stage dressing up and role play</li> <li>• Foundation stage curriculum Eid/Divali/Chinese new year</li> <li>• Artefacts from other cultures</li> <li>• Key stage 1 Geography projects</li> </ul>

<p>in staff meetings and planning meetings</p> <ul style="list-style-type: none"><li>• After school clubs run by school/attendance monitored</li><li>• Curriculum projects</li><li>• Specialist maths teacher support through link with Stoke Goldington</li><li>• Parent questionnaires</li><li>• Free school meals children identified and parents supported to make applications</li><li>• Hot school meals available</li></ul>			
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