# Oakham C.E. Primary School

# The Parks School

## Community Cohesion Policy and Plan

| Date | October 2019 |
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| Approved by Executive Headteacher | Stephen Cox |
| Approved by Chair of Governors | Stewart Needham |
| Review Date | October 2021 |

## Oakham CofE Primary School

# Community Cohesion Policy & Community Cohesion Plan

**Introduction**

The curriculum of our school should and does promote the spiritual, moral, cultural, mental and physical development of our learners and society, and prepare our students for the wider opportunities, responsibilities and experiences of life after their school career with us has ended. We have a duty to eliminate unlawful discrimination, and to promote equality of opportunity and good relationships between people of different groups.

We already consider this part of our role, and we at Oakham CofE Primary School work in ways which promote community cohesion. As migration and economic change alter the shape of our local and national communities, it is more important than ever that all schools play a full part in promoting community cohesion.   Oakham CofE Primary School will continue to be a thriving, cohesive and inclusive community whilst continuing to impact on a wider scale to build a more cohesive society.

This policy supports the work of, and is supported by, other school policies.  It is our belief that every school, irrespective of its intake and location, is responsible for educating young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. We wish to show that, through our ethos, curriculum, actions and relationships, we promote a common sense of identity, and support diversity. This is linked very closely to our efforts to ensure that "Every Child Matters," as well as encouraging well-being.

In order to prepare our learners for living in a diverse and cohesive society, we strive to work in partnership to:

• Encourage the development of a secure sense of their own identity, as individuals and within the community to which they belong.
• Encourage open and positive attitudes towards diversity and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping.
• Support the children in becoming active citizens who recognise their rights and responsibilities, enabling them to make informed judgements.
• Ensure equality of opportunity, and remove barriers to access and eliminate discrimination.
• Ensure they receive a broad and balanced education and succeed in reaching their potential.
• Provide opportunities for positive interaction with people from a variety of backgrounds in the local and wider community.

**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 The School's Perspective**

From the school's perspective, the term "community" has a number of meanings:

- The school community – the students we serve, their families and the school's staff and governors
- The community within which the school is located – in its geographical community, and the people who live and / or work in that area
- The community of Britain – all schools by definition are part of it
- The global community – formed by EU and international links

**How Does Our School Contribute To Community Cohesion?**

All Schools, whatever the mix of students they serve, are responsible for equipping their learners to live alongside people from many different backgrounds.   For some schools where the pupil population is diverse, existing activities and work aimed at supporting pupils from different social, ethnic or economic backgrounds to learn from, will already be contributing towards community cohesion. For our school, where the student population is less diverse (according to our annual school census and local data), we work to provide opportunities for our learners to work with a range of people from different age groups, backgrounds, religious, ethnic  and cultural groups.

Our work as a previously awarded Healthy School, and through our existing partnerships in the local and wider community, supports community cohesion to a great extent, and the promotion of community cohesion permeates our aims and actions.

The school's contribution to community cohesion can be grouped under three headings:

**Teaching, Learning and Curriculum**

Our teaching and the curriculum provision supports the potential for high standards of attainment, promotes common values, and helps students understand and value the diversity that surrounds them.  Lessons across the taught curriculum e.g. in PSHE, RE provide opportunities for students to develop their understanding and empathy; Helping them to value differences and challenge prejudice and stereotyping. The taught and wider curricula help to promote awareness of the rights of individuals and also to develop the skills of participation and responsible action.

**Equity And Excellence**

In school, there is a focus on securing high standards of attainment for all pupils, removing barriers to learning and wider activities and eliminating a variance in outcomes for different groups of pupils. Effective procedures exist to deal with prejudice, bullying and harassment. The school's admission arrangements promote community cohesion and social equality. Our tracking and monitoring systems enable us to evaluate progress of different groups and to minimise the risk of underachievement by members of any particular group who may be vulnerable.

**Engagement And Ethos**

We provide different opportunities for young people and their families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities locally, nationally and on a wider basis where possible.  The school works in partnership with a wide variety of agencies and organisations to support the learners' education. Engagement with parents through an open door ethos, parents' evenings, various curriculum

themed meetings, parent and child classes, festivals and other celebrations is considered a priority at the school. The Primary Sheriffs and Fairtrade Tuck Shop, which involves the children in the decision making and organisation of the school, teaches the children the importance of participation and making a difference to the school, local community and beyond.

**We have a number of community cohesion activities that take place within our school already:**

| TEACHING, LEARNING & THE CURRICULUM | EQUITY & EXCELLENCE | ENGAGEMENT & ETHOS |
|---|---|---|
| Sporting festivals/events | Anti Bullying policy | Sporting festivals/events |
| Music festivals/events | Race equality policy | Collective worship/reflection |
| Visits from/to life educators in Year 6 | Disability equality duty | Developing links through Affinity Teaching Alliance |
| Work towards Healthy schools award/change for life | Close links to on site pre-school/nursery | Community events |
| Transition work with secondary schools | Primary Sheriffs (School council) | Celebration of historical/local events |
| Links with Stem ambassador/Dragons Den activity | Travel plan | Annual and current themed sports day/activities e.g World Cup event |
| Access for all children to MFL as a weekly subject (French/Spanish) | First Aid/Team Teach/Safeguarding training for staff | Events e.g KS2 production with focus on local charity e.g Rutland and Leicestershire Air Ambulance |
| Visits to local places of worship | Extra Curricular activities/clubs e.g French, Football, Hockey | Sensory garden/Stained glass windows in remembrance of former pupils/staff children |
| Special curriculum days/weeks e.g French day, What's In a Picture? Recycled Art | Cultural/religious events e.g Christian festivals, Chinese New Year | Weekly special award assemblies |
| Close links and visits from and to the local church | Data analysis ensuring all groups of children are tracked effectively | Regular class 'Learning Journey' assemblies |
| Educational visits/Residentials further afield | Annual end of year KS2 production/KS1 nativity | Whole school/individual fund raising events e.g Lepra, Children In Need, Comic Relief |
| Curriculum key drivers e.g enterprise | Musical concerts e.g choir, violin, guitar | PTA organised events e.g Quiz night, Summer fair, Christmas fair. |
| School links to another country (MFL) | Enterprise activities | PTA funding for educational visits |
| Links to local secondary schools for sports, drama, year 6-7 transition/SEND | Gifted and Talented | Parental/volunteer support |
| | | DSP/SEN links to Forest School, Rutland water/RSD |
| | | Family learning supporting RWI/e Safety/transition etc. |
| | | Activities for services children and families. |

The school strives to enhance the provision already in place to extend further the children's engagement with the school, local and wider communities.

**Strengths**

- Ethos of school
- Good existing partnerships with other schools in local community/Affinity
- Good contacts exist in wider community already
- All pupils, staff and governors aware of the impact of the school in the community
- Relevant policies in place already
- Children's attitudes to diversity are good despite lack of diversity in ethnic and cultural pupil population

**Developments Led by**

- RE subject lead through curriculum
- Specific teachers working with own class
- Partnerships with parents, governors, local and wider community
- AHT/SMT
- Governors
- Other relevant stakeholders

**How does it fit into our school?**

- Fits into overarching ethos of school as laid out in mission statement
- Constant emphasis to pupils on preparation for the future/taking place in the community

**How would it be used in context?**

- Teaching and learning of similarities and differences of differences of religious beliefs
- Visits working in partnership with others in similar, different circumstances/contexts
- Develop further awareness of the children and families within the community
- Through taught curriculum, day to day activities and through implementation. Changes made to schemes of work accordingly to address outstanding issues.
- Appropriate school forums (SMT. INSET, House Captains) used to raise awareness of sense of community

**Measuring Impact**

- Increased awareness of others visible through observations/discussions with children (Snack and Chat)
- Feedback/assessments of children made through taught curriculum
- Increased number of partnerships in community
- Children show greater understanding, attitudes, care and attention to the needs of all members of the diverse community