Starcross 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 Starcross 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. Starcross Primary School will continue to be a thriving, cohesive 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, such as Race Equality, Equal Opportunities, Disability Equality Duty, and also our developing policy on Gender Equality.

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 many communities 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
- 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 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 as outlined in the School Development Plan.

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

Teaching, Learning and Curriculum
Our teaching and the curriculum provision supports 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, for example through our links with the Starcross Twinning Association and Henvic, in Brittany. 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’ evening, curriculum meetings, parent and child classes, festivals and other celebrations is considered a priority at the school. The School Council and Eco-Club, 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:

<table>
<thead>
<tr>
<th>TEACHING, LEARNING &amp; THE CURRICULUM</th>
<th>EQUITY &amp; EXCELLENCE</th>
<th>ENGAGEMENT &amp; ETHOS</th>
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</thead>
<tbody>
<tr>
<td>Sporting festivals</td>
<td>Anti-bullying policy</td>
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<tr>
<td>Music festivals</td>
<td>Race equality policy</td>
<td>Collective worship / reflection</td>
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<td>Visits from life skills educators in Year 6 re: alcohol &amp; drugs</td>
<td>Disability equality duty</td>
<td>Developing links through Schools Linking Network</td>
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<td>Work towards Healthy Schools Plus</td>
<td>Close links to pre-school</td>
<td>Links through twinning</td>
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<td>Transition work and link work undertaken with secondary schools</td>
<td>Play leading system in the playground</td>
<td>Community events e.g. music performances, drama performances, talent shows, Y6 young Enterprise Scheme</td>
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<td>Links with Henvic / twinning association</td>
<td>Development of travel plan</td>
<td>Celebration of historical events – Remembrance Sunday</td>
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<td>Immersion of the children in MFL (in our case French)</td>
<td>First aid training for staff</td>
<td>Links to village magazine</td>
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<td>Travel Plan involvement</td>
<td>Road safety events e.g. cycle training for year 5 and 6 children</td>
<td>Village Art exhibition</td>
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<td>Visits to local places of worship</td>
<td>School council</td>
<td>Helping Hands Project – links to EON Energy to develop sustainability / British Gas with Generation Green</td>
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<td>Special curriculum days and weeks e.g. China week, D&amp;T week</td>
<td>Eco club</td>
<td>Sports Day / Concerts / Happy assemblies</td>
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<td>Policies reflect the cultural, disability, gender diversity within school and community</td>
<td>After school club Star (Holiday) club</td>
<td>Coffee afternoons / mornings</td>
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<td>Close links and visits from and to local church</td>
<td>Extracurricular clubs</td>
<td>Whole school / individual fund raising events</td>
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<td>Cultural events e.g. Christian festivals / Chinese New Year / other elements taught through curriculum</td>
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<td>Parent help</td>
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<td>Data analysis to ensure all groups are tracked effectively</td>
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The school strives to enhance the provision already in place to extend further the children’s engagement with the school, local and wider communities.

**SUMMARY OF IDEAS**

- Broaden links with local and wider community
- School placed on Linking Schools Network to develop children’s understanding of life of different ethnic, social and religious groups in UK

**Strengths**

- Ethos of school
- Good existing partnerships with other schools in local community
- Good contacts exist in wider community already
- All staff aware of the impact of the school in the community

**Developments Led By**

- RE / PSHE Leader through curriculum
- Specific teachers working with own classes
- Partnerships with parents / governors / local and wider community

**Measuring Impact**

- Increased awareness of others visible through observations / discussions with children
- Feedback / assessments of children made through taught curriculum
- Increased number of partnerships in community

**How Would It Be Used In Context?**

- Teaching & Learning of similarities and 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

**How Does It Fit In To Our School?**

Fits into overarching ethos of school as laid out in Mission Statement, particularly preparation for the future / taking place in the community
SUMMARY OF IDEAS

• Developing further awareness of equality within the community of school, locally, UK and wider afield
• Develop children’s understanding of needs of others and how these can be addressed through the curriculum

Strengths

• Policies in place already for equality of inclusion
• Disability duty held as good example of practice to others in county
• Children’s attitudes to diversity are good despite lack of diversity in ethnic and cultural pupil population

Developments Led By

• RE / PSHE Leader through curriculum
• Head Teacher
• Governors
• All other relevant stakeholders in partnership

What areas of this would contribute to community cohesion?

EQUITY & EXCELLENCE
ENGAGEMENT & ETHOS

Measuring Impact

• Children show greater understanding, attitudes, care and attention to the needs of all members of the diverse community

How Would It Be Used In Context?

• Through taught curriculum, day to day activities and through policy implementation. Changes may be made to the schemes of work to address any outstanding issues
• Appropriate school forums to continue to be used to raise awareness of sense of community

How Does It Fit In To Our School?

Fits into overarching ethos of school as laid out in Mission Statement, particularly preparation for the future / taking place in the community

Policy & Plan written Autumn Term 2010

Agreed By Govs...........................................

Review Date Autumn Term 2011