

SOUTH HAMS FEDERATION

Community Cohesive Learning Policy 2021-22

Approved: 27.9.21

Review: September 2022

Rationale

We understand community cohesion 'means 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 Federation and school's perspective

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

- the Federation community - the pupils it serves, their families, the school staff and the communities in which each school serves.
 - the school community – the pupils it serves, their families and the school's staff;
 - the community within which the school is located – the school in its geographical community and the people who live or work in that area;
 - the community of Britain - all schools are by definition part of this community;
 - The global community – formed by international links.

In addition, schools themselves create communities – for example, the networks formed by schools in development groups

We believe it is our duty to promote community cohesion as we believe in contributing to a society in which there is a common vision and a sense of belonging by all communities.

We believe community cohesion takes place when everyone in a locality is working towards an equitable society. A society in which there is a common vision, a sense of belonging and in which all people have similar life chances.

We realise we have a key part to play in helping to create a society where the diversity of people's backgrounds and circumstances is appreciated and valued, where life opportunities are available to everyone, and where strong and positive relationships exist in everyone's place of work, in our schools and in their wider community.

We acknowledge that today's society is enriched by diversity. We want our children to experience, understand and celebrate diversity. We believe we work hard to provide an education for everyone by ensuring the culture and ethos of the school reflects the diversity of our school community. We want everyone in our school community to feel equally valued and where everyone treats each other with respect and fairness. We want every pupil to achieve as well as they can.

We realise that 'our community' extends beyond the immediate school community and the community in which the school is located, to the UK and global communities. We can extend 'our community' even further to include a professional learning community of other local Primary schools.

We believe we can help promote community cohesion through our approach to teaching, learning and the curriculum, equity and excellence and engagement as well maintaining the distinct Christian ethos of Marlborough with South Huish C of E Primary School.

We as a Federation community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that it is connected with this policy.

Aims

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- To promote community cohesion in order to contribute to a society in which there is a common vision and a sense of belonging by all communities.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Board of Governors

The Board of Governors has:

- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- the duty with the Federation and school Senior Leadership Teams to promote community cohesion by involving the school personnel and the children;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Executive Headteacher

The Executive Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the governors and the Federation Senior Leadership Team;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- undertake an audit of our existing practice by:
 - considering the nature of our school population and the local community which we serve
 - review the activities within the school, with other schools, with parents, with the local and wider community.
- promote community cohesion through our approach to teaching, learning and the curriculum, equity and excellence, engagement
 - monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
 - annually report to the Governing Body on the success and development of this policy.

Role of the Federation Senior Leadership Team

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The Federation Senior Leadership Team will:

- provide resources to support this policy;
- monitor teaching and learning;
- monitor the progress and development of this policy;
- assess the impact of this policy

Our Approach to Promoting Community Cohesion

We believe we promote community cohesion through our approach to the following:

- **Teaching, learning and the curriculum** by striving for high standards of attainment, promoting common values and building pupils' understanding of the diversity that surrounds them. We want all lessons across the curriculum to promote common values and help children to value differences and challenge prejudice and stereotyping. We want to enrich pupils' understanding of common diversity through educational visits and meeting with people from different communities.
- **Equity and excellence** by securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status. We have in place effective approaches to deal with incidents of prejudice, bullying and harassment. Our admissions arrangements promote diversity and social equity. We welcome parents from every social and economic group.
- **Engagement and extended services** by providing the opportunities for our pupils to meet and learn from children from different backgrounds. We encourage strong working links with multi-agencies such as family support workers, social care and health professionals and the police. We actively take part in a variety of local community activities in each school community.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- undertake appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- listen carefully to school staff;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;

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- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Executive Headteacher reports to the Board of Governors
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Teaching and Learning
 - Curriculum
 - Anti-Bullying
 - Anti-Bullying and Anti-Harassment at the Workplace
 - Admissions
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information

Equality Impact Assessment

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Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe this policy is in line with the school Equality Policy and the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Executive Headteacher and the governors.