

Silverstone CE Primary School

Community Cohesion Policy

Silverstone CE Primary's aims and values are strongly linked to community cohesion – Learn Together; Grow Together and Achieve Together.

We work in partnership with our community and other organisations to ensure we do all we can to promote and establish strong, respectful relationships that enhance the outcomes for children and their families.

The curriculum of our school aims to promote the spiritual, moral, cultural, emotional and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life.

Our school has good links with other schools within the PDET family and local cluster schools in order to give our pupils the opportunity to mix with and learn with, children from other settings.

Through our ethos and curriculum, we promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

Community from a school's perspective

- The term 'community' has a number of dimensions including:
- The school community – the pupils it serves, their families and the school's staff;
- The parish community of Silverstone and the local churches
- 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 EU and international links.

Responsibilities

Governors and staff are responsible for preparing the pupils to live and prosper alongside people from many different backgrounds. We need to ensure that we:

- Provide opportunities for interaction between pupils from different backgrounds
- Consider how aspects of our work already supports integration and community harmony
- Take stock of what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion

Ways of promoting community cohesion

Our school promotes community cohesion through various activities:

Within the school:

- Charity support
- Sharing good practice (INSET etc.)
- Collaborative working on projects

With parents and the local and wider community:

- Allowing community groups to use the school facilities including the hall, field and MUGA.
- Enabling parents and community members to make suggestions for improvements
- Supporting parents with difficulties

Approaches taken at Silverstone CE Primary

Our school, due to the nature of its location, serve a predominant monoculture population. It is arguably even more important, therefore, to give our pupils opportunities to learn with, from and about those from different backgrounds. We achieve this through our approach to

- Learning and teaching: teaching pupils to understand others, promoting discussion and debate about common values and diversity.
- Equity and excellence: removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest level possible
- Engagement and extended services: providing opportunities for children, young people and their families to interact with others from different backgrounds.

Learning and teaching

- Teaching and curriculum provision (Religious Education, PSHE, collective worship and assemblies that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them;
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping;
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities;
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

Equity and excellence

- A focus on securing high standards of attainment for all pupils irrespective of ethnic background or socio-economic status;
- Systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development,
- Providing equal opportunities for all to succeed;
- Removal of barriers to access and participation in learning activities and eliminating variations in outcomes for different groups;
- Effective policies and practices in place to deal with incidents of prejudice, bullying and harassment;
- Ensuring that admissions policy and practice do not deter parents from particular communities from applying.
- Ensuring that recruitment of staff and staffing policies promote community cohesion and social equity.

Engagement and extended services

School to school:

- Partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds. This is through PDET and cluster events.

School to parents and the community:

- Working with members of the community by encouraging them to visit school to work with pupils;
- Strong links and multi-agency working between the school and other local agencies, such as the police and social care and health professionals;
- Engagement with parents through e.g. open days, curriculum evenings, parent and child courses and other events;
- Provision of extra-curricular activities and community use of facilities for activities that take place out of school hours;
- Engagement with the Local Governing Board and parent teacher association (FOSS) through meetings and social events linked to the school.

MONITORING THIS POLICY

The Curriculum and Standards Committee will monitor the application of this Policy and take appropriate steps to ensure that it is operating effectively.