

Eltham Hill School



Eltham Hill
SCHOOL

COMMUNITY COHESION POLICY

Governors Committee: Teaching & Innovation

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Date of next review: September 2017

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Introduction

The curriculum of our school should promote the spiritual, moral, cultural, mental and physical development of our students and of society and prepare our students for the opportunities, responsibilities and experiences of later life.

We already consider this part of our role, and already work in ways which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Our school should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

Every school whatever its intake and wherever it is located is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, language and ethnicity.

Whilst our school is characterised by ethnic, cultural, faith and linguistic diversity we still have a responsibility to ensure that our children learn about an even wider cultural community heritage, especially the wider community of the UK and the global community.

We wish to show that through our ethos and curriculum our school can promote a common sense of identity and support diversity, showing our students how different communities can be united by common experiences and values.

We believe that it is the duty of our school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem. We also need to reflect upon and appropriately respond to, '**Learning together to be safe**' and work in partnership with the local authority and the police to ensure that our students are appropriately informed and protected.

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 our school's perspective.

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

- the school community - the students 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 EU and international links.

In addition, schools themselves create communities eg Extended Schools Cluster

What do we need to consider in promoting community cohesion?

We need to consider what activities already take place within our school and what might be arranged in cooperation with other schools and our partnerships and links in the wider community.

Teaching, Learning and Curriculum

We need to ensure that we provide:

- lessons across the curriculum that promote common values and help students to value differences and to challenge prejudice and stereotyping e.g. PSHE and the use of the SEAL in form time.
- a programme of curriculum based activities whereby students' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- support for students for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- an effective voice and involvement of students in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- opportunities for discussing issues of identity and diversity across the curriculum
- an international dimension to our curriculum planning and delivery.

Equity and Excellence

Our school has a commitment to securing high standards of attainment for all students from all ethnic backgrounds and of different socio-economic statuses, ensuring that students are treated with respect and supported to achieve their full potential.

The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Our school will monitor incidents of prejudice, bullying and harassment. Monitoring of whether students from particular groups are more likely to be excluded or disciplined than others with appropriate intervention strategies in place.

Engagement and Ethos

We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further field and the means of developing the relationship may be through exchange visits or more likely through the internet. Sharing facilities also provides a means for students to interact, as do opportunities for meaningful intercultural activities such as sport and drama. Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the students, ensuring that the student voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Engagement with parents through coffee mornings, curriculum evenings, and family liaison work.
- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours, encouraging adult and family learning.

The school community

- A school ethos established with clear aims, objectives and rules that underpin everyday practice e.g. no bullying, teasing or racist comments
- Partnership arrangements in place to share good practice and offer students the opportunities to meet and learn from other students from different backgrounds.
- To develop the use of parents to talk about living in different communities and using their skills to promote learning.
- School council to take into account student views e.g. monitor racism, bullying and break time behavior.
- Regular participation in Citizenship initiatives and awards e.g. Do The Right Thing, Jack Petchy
- To continue to draw upon a number of local organisations to provide speakers for assemblies or as stimulus to learning in the classroom.

The area in which the school is located

- Work in partnership with the police Safer Neighbourhood Team to ensure relevant information is shared and students and families feel safe.
- Strong links and multi-agency working practice developed between the school and other local agencies.
- Engagement with parents through coffee mornings, refreshments after special assemblies, curriculum evenings.
- Provision of extended services and community use of facilities for activities that take place in and out of school hours eg.. including sports, adult and family learning, information and communications technology, school breakfast club, after-school clubs, holiday schemes

The UK Community

- Curriculum in place for students to take into account how different communities may live e.g. rural, suburban, urban through visits to other areas and other schools.
- Giving children experiences through visits and residential of differing areas and communities.
- Ensuring that children are aware of national and local events that affect people's lives.
- Learning about how different communities celebrate different festivals within

Britain.

The Global Community

- Links established locally and also internationally through our exchange programmes and IB programme.
- Students identify local and international charities they would like to raise money for. Through the curriculum, assemblies and form time students learn about the issues that face people across the world.
- Student Charity Reps organise events to raise money for charities.

The Role of Governors

Our Governing Body is legally responsible for ensuring the promotion of social cohesion and the Principal is responsible for ensuring that the duties are fulfilled within school.

On a regular basis our governors will consider:-

- The school's impact on the community i.e. is the school exacerbating divisions or challenging them and breaking them down?
- How our school uses its own data around bullying and racist incidents to inform provision and school development.
- Whether we serve the wider community and help bring students and parents together.
- How representative our governing body is of the local community and students backgrounds.
- What our school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable.
- How our school actively promotes understanding and dialogue between different groups. Any social problems which might impact adversely upon the school and how we have sought to engage key partners.

Monitoring Social Cohesion

The school staff and governors will regularly review activity under the key headings above to ensure that this is further developed and refined. Evidence of social cohesion activity will be kept on file.

Links with other school policies: eg

- **Equal Opportunities**
- **Behaviour for Learning**
- **Anti-Bullying**