



Gedney Church End and Lutton St Nicholas Federated Primary Schools

Community Cohesion Policy

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Introduction

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

Within the Federation, we believe that as migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that we play a full part in promoting community cohesion. The Federation works hard to secure a thriving, cohesive community, whilst recognising the vital part it has to play in building a cohesive society for the future.

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

We believe that it is our duty to address issues of how we live together and dealing with difference, however challenging they may seem.

Definition

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.

The Federation's Perspective

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

- the school community – the pupils it serves, their families and the Federation's staff;
- the community within which the Federation is located - the communities of Gedney and Lutton and the people who live or work in the villages;
- the community of Great Britain - all schools are by definition part of this community;
- the global community – formed by EU and international links.

Contribution to Community Cohesion

We consider ourselves responsible, alongside parents, for equipping our pupils to live and thrive alongside people from many different backgrounds. The Federation's

contribution to community cohesion can be grouped under the three following headings:

1. teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action;
2. equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups;
3. engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Teaching, Learning and Curriculum

It is the aim of the Federation to ensure the quality of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

The Federation will ensure that it provides:

- lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHE classes for pupils to discuss issues of identity and diversity and what it means to live together in the UK;
- 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 (EAL) to enable them to achieve at the highest possible level in English;
- an effective voice and involvement of pupils in the governance and organisation of the Federation in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Equity and Excellence

The Federation will continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.

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

Our admissions criteria will recognise the importance of admission arrangements that promote community cohesion and social equity.

Engagement and Ethos

School to school:

- we will seek to broaden the ways that we work in partnership with other schools, both locally and further afield. The means of developing the relationship may be through exchange visits, mailing or the internet. Sharing facilities will also provide a means for pupils to interact, as will opportunities for meaningful intercultural activities such as sport and art.

School to parents and the community:

- good partnership activities with the local and wider community will include:
 - working together with community representatives, for example through bringing community representatives into school to work with the pupils;
 - maintaining strong links and multi-agency working between the Federation 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, parent and child courses and family liaison work;
 - provision of extended services, in particular bringing parents together from different backgrounds through parenting and family support, as well as community use of facilities for activities that take place out of school hours (including adult and family learning, child and health care and out of school clubs).

The Counter Terrorism and Security Act (2015)

The federation recognises and embraces its duty under the Counter Terrorism and Security Act (2015) to prevent children and young people from being drawn into any form of activity that could be deemed as incompatible with the rule of law, democratic processes or the Unique British Values that we seek to promote.

The Counter Terrorism and Security Act (2015) was published on the 12th March 2015. Section 26 places a duty on schools in England and Wales to prevent people from being drawn into terrorism. Statutory guidance was published on the 1st July 2015 that clearly highlights the responsibilities that school leaders and governors face, as follows:

- Staff, learners and the communities we serve must understand the risk of being drawn into extremism
- All staff understand the risk of extremism and are aware of strategies that will help children and learners to deal with it
- Communicate the importance of the duty
- Ensure that the duty is implemented effectively
- Partnership working is established at all levels including the LSCB, Lincolnshire Constabulary, healthcare professionals social services and other key workers that children regularly come into contact with
- Information is shared in-line with published federation procedures
- Records are kept in terms of training for staff, provision in the classroom and specialist work that has been carried out with children, learners, their families and any other stakeholder, professional or community group that has been involved in providing additional support
- Regular assessments of the level of local risk are carried out, in whatever form this may take
- Developing clear protocols for visitors into our schools, especially those that lead collective worship, daily assemblies or any form of curriculum provision
- Training will be provided to all staff and governors on an annual basis and staff will sign to confirm they have attended, that they are aware of the key issues and how the federation proposes to deal with them

The PREVENT Strategy

The PREVENT Strategy, reviewed in June 2011, is part of the UK's Contest Counter Terrorism Strategy. It includes 4 sections:

1. **Pursue:** To stop terrorist attacks
2. **Prevent:** To stop people becoming terrorists or supporting terrorism
3. **Protect:** To strengthen protection against a terrorist attack
4. **Prepare:** To mitigate the impact of a terrorist attack

There are three key elements to the strategy, as follows:

1. Challenging the ideology that supports terrorism and those who promote it
2. Protecting vulnerable people
3. Supporting sectors and institutions where there are risks of radicalisation

The federation will take ten actions in support of the Prevent Strategy and these will be subject to regular review by senior staff, governors, the Local Authority and OfSTED:

1. RE will be taught within the context of the Lincolnshire Agreed Syllabus
2. Community Cohesion initiatives will continue to be embedded in the curriculum and beyond
3. A broad and balanced curriculum will be delivered that actively promotes pupils' SMSC development
4. Staff will take a balanced and informed view when tackling political or controversial issues
5. Robust procedures for safeguarding and promoting the welfare of children will be maintained and subject to annual review
6. Collective Worship will be effective, integrated and balanced with clear links between the PSHE and Citizenship curricula
7. Effective joint working between partner agencies
8. The curriculum will be used to promote agreed core British Value with regular revisions to the Long Term Plan to ensure that this remains contemporary and relevant
9. All staff will receive annual training so that they know what to do if they see signs that a child is at risk of radicalisation
10. Deliver a robust programme to fully support children's safe access to and use of the internet

Monitoring, Reviewing, and Assessing Impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in securing positive relations between different groups and shared communities, and that it does not disadvantage any particular sections of the community.

Signed by Head Teacher:

Ratified by Governors: May 2011

Last Updated: January 2016