

MEADFURLONG SCHOOL

Community Cohesion Policy

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January 2010

1. Statement of Key Values
2. Community Cohesion at Meadfurlong School
3. Schools Contribution to Community Cohesion
 - (a) Teaching, Learning & Curriculum
 - (b) Equity and Excellence
 - (c) Engagement and Extended Services
4. Role of the Governors
5. Role of the Headteacher
6. Sources of Further Information

Statement of Key Values

Human Values will continue to inspire and be at the heart of the school while celebrating the diversity and background of the whole school community.

The school believes in the value of each individual child.

Every child will have a range of opportunities to develop, to fulfil his/her full potential and to achieve, in as many ways as possible.

Every child will learn to value him/her self and to value and care for others.

All members of the school community will be valued and have their individual achievement celebrated in a secure environment.

The school will play a full part in, and be a resource for the community.

Community Cohesion at Meadfurlong

The Diversity and Citizenship Curriculum Review published in February 2007 states that:

..we passionately believe that it is the duty of all schools to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

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.

Schools build community cohesion by;

- **Promoting equality of opportunity and inclusion**
- **Promoting shared values**
- **Promoting respect for diversity**

It must take into account the school's population and location.

The community dimension for schools:

- School community – pupils, parents, carers, families, staff, governing body and community users of the site
- The school's geographical community – Fishermead/Oldbrook
- The UK community
- The global community – EU and international
- Inter school community – networks and clusters.

Schools Contribution to Community Cohesion

Broadly, schools' contribution to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand within citizenship education.

- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

- Engagement and extended services – to provide reasonable means for children, young people their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

(a) Teaching, Learning and Curriculum.

- RE curriculum which is Christian in origin, also introduces children to different faiths e.g. Muslim, Hinduism and Jewish.
- Specific assemblies related to Christian Festivals and other Faith Festivals such as Eid and Diwali. Some assemblies involve members of the local wider community.

- Opportunities for discussing issues of identity and diversity within all areas of the curriculum.
- School Council for pupil voice to be held at school.
- PHSE curriculum which stresses shared values and respect for other, reinforced during assemblies.
- Visits to places of worship encouraged
- Celebrating the strengths of all individuals, to build self confidence and self esteem throughout the school.
- A non sanction behaviour policy which is based on high expectation of both behaviour and attitude.
- Reward system for groups in classes and individual rewards.
- Celebrating achievements, 'Worker of the Week' assemblies.

(b) Equity and Excellence

- Clear whole school guidelines on meeting the needs of all children, criteria for being placed on SEN register with agreed levels of support for children with needs to ensure continuity.
- Pupil's progress meetings highlight any child who is not making progress and strategies are put in place to remove any barriers for that child.
- Inclusion: EAL support assistants where needed.
- TA team provide support for children with low self esteem and low self confidence so as to feel positive and understand their worth and feel valued in school.
- Regular meetings of social group of children who may need help to devise strategies to fit into school.
- Regular meetings of 'Gifted and Talented' group to 'Think about my Thinking'.
- Analysis of targets with S.I.P. regarding different groups in school. In school analysis of SATS Score F.F.T. and Raise on Line relating to significant groups in school.
- Regular Parents evenings where parents can view work and discuss any issues with Class/Headteacher.
- Close liaison with feeder first schools and upper schools with full induction programme in Summer Term preceeding entry.
- Close liaison with outside agencies supports the inclusion of children in school E.W.O., C.A.F. team, Emass, Sendis, Educational Psychiatrist also local agencies N.C.H. and After School Clubs.
- Analysis of incidents of prejudice, bullying and behaviour in relation to different groups. Incidents of a racist nature are collated on a termly basis for L.A.

- Equal Opportunities Policy in all policy statements.
- School uniform promotes a feeling of belonging and being part of the community.
- Medical Policy ensures children needing medication are catered for sensitively and consistently. Clear First Aid and support in playground rota. First Aiders in control of medication keep close records of all incidents and how dealt with, with clear procedures understood by all.

(c) Engagement and Extended Services

- Engage parents at Parents' Evenings, Assemblies, Regular Curriculum Workshops and Annual Open Day.
- Engage new parents through full induction programme.
- Weekly Newsletters sent out to parents with current news, curriculum news and forward planning.
- Questionnaires for parents are regularly set out and analysed.
- Website linked to MK Web with information about the school.
- School Profile, OFSTED reports available to all parents.
- Wide range of after school clubs available for children.
- Woughton Group of Schools links for children (Gifted and Talented afternoons), Advanced Skills Teachers in school and visits to Art/Science/Craft Departments. Meetings for Coordinators, Head and Deputies.
- Sports Links with Leon Play leaders who come and work in school at lunchtimes. Sports specialists providing Curriculum PE and special festivals of sport across the liaison group for different year groups.
- City wide sports events in cross country.
- School staff promote active engagement in sports activities.
- School building used as hub of local community, used every week night and all weekend.
- Pupils involved with local groups who visit school and raise money for local and National Charities; Comic Relief, MacMillan Cancer, Willen Hospice, Guide Dogs for the Blind, local OAP Residential Home.
- Curriculum Areas – 'Out of Africa Week', outside providers.
- Close links with Oldbrook After School Club.
- Specific links with P.C.S.O. and Police coming in to talk to the children and support community week.
- Inter Agency meetings are attended by Headteacher half termly to link with community. Allows for liaison between agencies and events.

Role of the Governors

The Governors will conduct an annual audit in the summer term of the school's existing practice in relation to community cohesion and determine what further action may be required.

Role of the Headteacher

The Headteacher will monitor the three areas and report to the Governors on the progress and impact of the policy. The information from the audit will feed into the next School Development Plan/School Improvement Plan.

Review Summer term 2010.

Linked Policies that Reinforce this Duty

- SEN
- Every Child Matters
- Inclusion
- RE/PSHE
- Teaching & Learning
- Equal Opportunities, Race Equality and Multicultural Policy

Education Act 2002 Section 78

Race Relations Amendment Act 2000

The Education and Inspections Act 2006 a duty on Governing Bodies to promote Community Cohesion section 23A of the Education Act 2002.

Websites of interest

The Specialist Schools network, led by the Specialist Schools and Academies Trust, with advice and information available at: www.schoolsnetwork.org.uk

Information on extended schools partnerships and networks at:

www.everychildmatters.gov.uk/ete/extendedschools

www.teachernet.gov.uk/extendedschools

Signed..... Date.....

