

St John's C of E Primary School



Policy For Community Cohesion And SMSC

St John's CE Primary School: School Community Cohesion and SMSC Policy

1. Introduction

The curriculum of our school should promote the spiritual, moral, cultural, and social and physical development of our pupils and of society and prepare our pupils 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 (Walsall wide), it is more important than ever that we play 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 both at a national and international level.

We at St John's recognise that we are a predominantly mono-cultural Church of England school and work hard to promote and represent our wider society, especially within Walsall.

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

2. 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 a school's perspective

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

the school community – the pupils it serves, their families and the school's staff; the community within which the school is located – Walsall Wood and Walsall 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 – for example, the networks formed by schools in development groups

3 What do we need to consider in promoting community cohesion?

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

In addition, schools will want to consider the duty to promote well-being as some of the work and activities that support community cohesion can also contribute towards the Every Child Matters outcomes of 'making a positive contribution' , 'enjoy and achieve' and 'achieving economic well-being'.

Teaching, learning and curriculum

An effective school will have a high standard 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.

We need to ensure:

Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship, International Primary Curriculum, RE and SEAL for pupils to discuss issues of identity and diversity and what it means 'to live together

in the UK'. We will do this through

Through International Primary Curriculum, RE and SEAL we promote 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 school in a way that teaches them to participate in and make a difference in school, in their local community and beyond. We will do this through school council and our Safety Patrol system.

Equity and excellence

We should 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 school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group including those eligible for funding through Pupil Premium.

Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.

Engagement and ethos

School to school: We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further afield and the means of developing the relationship may be through exchange visits or more likely through the internet.

Joining in Walsall wide activities such as sports activities, dance festivals and choir is a means for pupils to interact, as do opportunities for meaningful intercultural activities.

School to parents and the community: Good partnership activities with the local and wider community will include:

Maintaining strong links and multi-agency working between the

school and other local agencies, such as Brownhills children's centre, the police and social care and health professionals.

Engagement with parents through coffee mornings, Stay and Play, curriculum evenings, parent and child courses and home visits and information workshops.

Provision of extended services through parenting and family support and community use of facilities for activities that take place out of school hours such as Walsall Football Club, including adult and family learning.

How is social cohesion promoted at St John's School taking account of the above considerations?

Teaching and Learning

- At St John's there is outstanding teaching and curriculum provision 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 e.g. IPC, Seal and RE
- A varied curriculum that develops pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities e.g. all children go on school visits each year as part of the curriculum

Equity and Excellence

- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic
- Tracking and closing the gap between groups e.g. impact of intervention strategies
- Developing the personalised progress of work as appropriate
- Effective approaches in place to deal with incidents of prejudice, bullying and harassment e.g. monitoring reports to governors; clear school procedures
- Monitoring our school behavior policies so that no groups suffer prejudice e.g. behaviour, exclusion, racism and other stereotyping incidents

Engagement and Ethos

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 pupils the opportunities to meet and learn from other pupils from different backgrounds. e.g. through sport
- Use of parents to talk about living in different communities and using their skills to promote learning such as weddings in RE
- School council to take into account pupil views e.g. bullying and playground behaviour

The area in which the school is located

- Shared use of local facilities to provide a means for pupils to interact e.g. Oak Park, St John's church Walsall Wood library
- Strong links and multi-agency working practice developed between the school and other local agencies, such as Brownhills children's Centre
- Engagement with parents through coffee mornings, refreshments after special assemblies, curriculum evenings and Stay and Play
- Provision of extended services and community use of facilities for activities that take place in and out of school hours, including sports, adult and family learning, and school breakfast club,

The UK community

- Curriculum in place for children to take into account how different communities may live e.g. rural, suburban, urban through geography
- Residential stays at Edgmond hall and Wales
- 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, e.g. Eid-Al-Addha, Ramadan, Eid-Al-Fittr, Diwali, Chinese New Year, Christmas, Harvest, Passover, Baisakhi

The global community

We have achieved International Schools Award intermediate level. See international schools award file for more information.

The Role of Governors

The Governing Body is legally responsible for ensuring the promotion of social cohesions and the Head teacher is responsible for ensuring that the duties are fulfilled within school.

On a regular basis the governors need to consider:-

The school's impact on the community

Whether the school can serve a wider community and help bring pupils and parents together

How representative the governing body is of the local community

What the school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable

How does the school actively promote understanding and dialogue between different groups

Any local social problems which might impact adversely upon the school and sought action by partners,

Whether the governing body is aware of what the local authority may be doing to promote social cohesion and what support is available

This policy will be reviewed on an annual basis.