



## Rush Common School Professional Practice Documents (“PPD”) for Community Cohesion

### 1) Introduction

- 1.1 By community cohesion, we mean working towards a society in which;
- there is a common vision and sense of belonging by all communities
  - the diversity of people’s backgrounds and circumstances is appreciated and valued
  - similar life opportunities are available to all
  - strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community
- 1.2 For our school, 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 – 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.
- 1.3 In addition, schools themselves create communities – for example, the networks formed by schools in partnership and development groups.

### 2) Provision

- 2.1 Our curriculum will promote the spiritual, moral, cultural, social, mental and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life.
- Whilst our school is characterised by ethnic, cultural, faith and linguistic diversity, we will ensure that our children learn about the wider cultural and community heritage, especially that of the UK and global community.
- Through our ethos and curriculum our school will promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values. Our School has a values-based approach where a set of moral values chosen by the school are regularly shared through displays, assemblies, lessons, children’s work and behaviour and demonstrated by staff throughout the school.
- We will also reflect upon and appropriately respond to, the DCSF guidance ‘**Learning together to be safe**’ and work in partnership with other agencies (e.g. police) to ensure that our pupils are appropriately informed and protected.

### **3) Teaching, learning and curriculum**

We will ensure that:

- Assemblies and lessons across the curriculum promote Rush Common values and help pupils to value differences and challenge prejudice and stereotyping.
- There is a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- There is support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- There is 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.
- There are opportunities for discussing issues of identity and diversity across the curriculum.

### **4) Equity and Excellence**

- Our school has a commitment to 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 are 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 pupils from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate actions as supported by the behaviour and discipline policies.

### **5) Engagement and Ethos**

We shall seek to broaden the ways that we work in partnership with other schools. We shall look locally and/or further field and may develop relationships through exchange visits or through the internet. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama. Good partnership activities with the local and wider community might include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil 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, parent and child courses 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, including adult and family learning and ICT.

## 6) The Role of Directors

Our Directors are legally responsible for ensuring the promotion of community cohesion and the Headteacher 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 the school uses its own data around bullying and racist incidents to inform provision and school development
- Whether the school serves the wider community and helps bring pupils and parents together.
- How representative the Directors are of the local community and pupil backgrounds.
- What the school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable.
- How the school actively promotes understanding and dialogue between different groups.
- Any social problems which might impact adversely upon the school and how it seeks to engage key partners.
- Whether the school has accessed support and good practice from within the local authority to promote community cohesion.

## 7) Monitoring Community Cohesion at Rush Common School

The school staff and Directors will annually review activity under the key headings and develop a forward action plan to ensure that community cohesion is further developed and refined.

## 8) Review of this PPD

The Leadership Team reviews the every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team meeting on 29<sup>th</sup> September 2014

Signed.....

Headteacher

Review Date: September 2017