

Parkstone Grammar School



COMMUNITY COHESION POLICY

DATE APPROVED	July 2024
APPROVED BY	Personnel & Training Committee
NEXT REVIEW	July 2027
TYPE OF POLICY	Non-statutory



COMMUNITY COHESION

1. COMMUNITY COHESION

1.1. 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.

1.2. Community from a School's Perspective

At Parkstone, the term 'community' has a number of dimensions including:

- the **school community** – the students we serve, 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 the area;
- the **community of Britain** - all schools are by definition part of this community;
- The **global community** – formed by European and further international links.

In addition, Parkstone is a member of several academic communities e.g. the South West Academic Trust (SWAT), South Central Teaching School Hub, Bournemouth Bay Teacher Training Partnership (BBTTP), the Poole Schools' Association, as well as a wider community of feeder schools.

2. AIMS OF THE POLICY

Under the Education and Inspections Act 2006 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. Our core values of Commitment, Compassion and Courage underpin our work in the local and national communities.

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

The curriculum of our school should prepare our students for the opportunities, responsibilities and experiences of later life. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools play a full part in promoting community cohesion.



3. SAFEGUARDING

Parkstone Grammar School is committed to the safeguarding of our young people and recognises that strong community cohesion increases the effectiveness of the school to safeguard the welfare of our students.

4. EQUAL OPPORTUNITIES

We continue to focus on enabling our students, irrespective of their ethnic background or the different socio-economic status, to be treated with respect and supported in achieving their full potential.

The school tracking system enables us to evaluate progress of different groups and to tackle underperformance by any particular group.

5. WHAT CAN WE DO TO PROMOTE COMMUNITY COHESION AND HOW DOES OUR SCHOOL CONTRIBUTE TOWARDS COMMUNITY COHESION?

5.1 Broadly, Parkstone's contributions to community cohesion can be grouped under the three following headings:

- **Teaching, learning and curriculum** – to teach students 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. Parkstone's curriculum includes Wellbeing, the PREVENT agenda and Citizenship whilst also promoting British Values implicitly and explicitly across the curriculum. In addition to knowledge acquisition, we also focus on developing our students as responsible members of our communities.
- **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. At Parkstone we have effective systems in place to tackle any prejudice and discrimination set out in our Anti Bullying policy and our Single Equality Statement. The school's admission arrangements prioritise disadvantaged children. The school's tracking systems enable close monitoring and intervention with vulnerable groups of students.
- **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. The school works in partnership with a wide range of different agencies and organisations to support our students' learning. Engagement with parents through an open-door ethos, parents' evenings, information evenings, parenting courses, Groupcall and family liaison work is considered a top priority. An increasingly effective student voice, which involves them in the decision-making and organisation of the school, teaches them to participate in and make a difference in school, in their local community and beyond.



5.2 What key actions is the school taking to promote community cohesion?

The School reviews factors that influence community cohesion within its self-evaluation process. Specific sources of information include:

- Analysis of assessment data
- Subject Area Reviews
- Updated guidance from the Department for Education
- Student Voice
- Feedback from Parent, Student and Staff Questionnaires.

Where issues relating to community cohesion are identified as in need of change they may be added to the School Development Plan or targeted in other appropriate ways.

5.3 Teaching, learning and the curriculum

An effective school, such as Parkstone, has 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 are integrated across the curriculum in the following ways:

We need to ensure the provision of:

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities for citizenship in wellbeing lessons for students to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- 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.

6. WHAT MUST EVERYONE DO TO ENFORCE AND UPHOLD THIS POLICY?

Governors

- Ensure that community cohesion is given a high priority in the school and is included in the School Development Plan if necessary.
- Governors should agree and approve the Community Cohesion Policy.
- Governors should monitor and evaluate the school's work to promote community cohesion.

Headteacher / LG

- Formulate the Community Cohesion Policy.
- Ensure a leadership structure is in place to promote community cohesion.
- Report to governors.
- Work with students, parents and outside agencies to promote community cohesion.



Staff

- Staff should set an example in community cohesion.
- Staff should promote community cohesion and be vigilant when a student exhibits signs of prejudice or discrimination, informing the DSL if necessary e.g. If relevant to the PREVENT agenda.

Students

- Students should aim to promote a positive community within school.
- Students should aim to challenge or report behaviours that do not promote community cohesion.

Parents

- Parents should encourage and facilitate community cohesion.

7. HOW DO WE KNOW THAT THE POLICY IS WORKING AND BEING UPHELD?

- Curriculum and teaching is tracked daily and longer term to ensure it promotes community cohesion.
- Governors receive reports regarding community cohesion.

8. RELATED POLICIES:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy
- Continuing Professional Development Policy
- Single Equality Statement and Objectives
- Special Educational Needs Policy

9. WHO SHOULD PEOPLE CONTACT IF THEY HAVE A QUESTION ABOUT THIS POLICY OR A SUGGESTION FOR ITS IMPROVEMENT?

- The Headteacher.