

SOUTH HAMS FEDERATION

Community Cohesive Learning Policy 2019-2020

Approved: 23.09.19

Review: September 2019

Within the schools in the South Hams Federation we aim to be “the best we can be by being safe, kind, and responsible in pursuit of excellence”.

The development of the Community Cohesion Learning Policy and Action Plan on which this policy is based took into consideration the findings and recommendations of Stokenham Area Primary School's Audit of Community Cohesion based on the contribution and the impact of

- Teaching, learning and the curriculum
- Equality and Excellence
- Engagement and extended services

Through our yearly monitoring and evaluation.

The findings of our ongoing monitoring and evaluation cycle compiled by the staff takes account of debates with key partners on the cohesion challenges facing our area of the South Hams, Devon. The process used to develop this action plan includes the involvement of pupils, staff, governors and stakeholders

The action plan is a dynamic document, which will be reviewed and adjusted over time with recognition that our communities are not static and that our priorities may change over time and is built on our effective Community Cohesion Learning Policy.

1. Introduction

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

We consider this a fundamental part of our role, and already work in ways which promote a cohesive learning community and equity for all. 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. Our schools should be thriving, cohesive communities, but it also has an increasingly more vital part to play in building a more cohesive society in modern day Britain.

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 and be part of a global community, which is diverse in terms of culture, faith, language and ethnicity.

The schools within the Federation are situated in a relatively isolated rural area of South Devon. Five primary schools now form the South Hams Federation which was created in April 2009 when Stokenham Area Primary and Malborough with South Huish C of E Primary federated. Loddiswell Primary School joined the federation on the 1st September 2011, Modbury Primary joined the Federation on the 1st September 2013 and Kingsbridge Primary School joined the Federation on the 1st September 2018. All five schools are Local Authority maintained primary schools and are situated within easy travelling distance of each other along the A379.

The South Hams Federation now has 965 primary age children on roll; 376 at Kingsbridge Community Primary, 107 at Loddiswell Primary, 93 at Malborough with South Huish Cof E Primary, 174 at Modbury Primary and 215 at Stokenham Area Primary School.

By nature of each school's size and location, it is important for the Federation to look outwards and consider ways to broaden its pupils' understanding and experience. The Federation has taken a number of approaches to do so, in order to develop a growing understanding of ethnic, cultural, faith and linguistic diversity in both the UK and the wider community. The Federation recognises this as a growing challenge for our school community. Consequently we have redeveloped our

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RE/Geography/History and PSHE curriculums to address this challenge. Over the years it has developed International links through the British Council, Devon Learning Partnership and schools in Bristol and Essex and the South Devon Primary Partnership.

The South Hams Federation recognises that it has a responsibility to ensure that all of its children learn about an even wider cultural and community heritage, especially the wider community of the UK and the global community.

We wish to show that through our ethos and curriculum that our schools 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 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.

2. What is a cohesive learning community?

By a cohesive learning community, 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, preparing pupils for life in modern Britain.

Community from the Federation and school's perspective

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

- the Federation community - the pupils it serves, their families, the school staff and the communities in which each school serves.
- 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.

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 a cohesive learning community?

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

In addition, we want to consider our duty to promote mental well-being as some of the work and activities that support a cohesive learning community also contributes towards preparing all of our children for their next stage of education and helps our children become active citizens in school and the wider community.

Teaching, learning and curriculum

The schools within the highly effective South Hams Federation 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.

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We need to ensure:

- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship 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 school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Equity and excellence

Within the South Hams Federation we 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 enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

We ensure that we monitor incidents of prejudice, bullying and harassment. Monitoring whether pupils from particular groups are more likely to be excluded or disciplined than others. There are appropriate behaviour and discipline policies in place to deal with this.

Our Federation admissions criteria emphasises the importance of admission arrangements that promote a cohesive learning community and social equity.

Engagement and ethos

School to school: Within the South Hams Federation our focus is to pursue excellence in the South Hams Federation of schools, through the raising of standards and achievement and the development of a cohesive learning community, by developing and extending best practice so as to take all of our learning further into the future. We are also part of the South Devon Primary Partnership, sharing practice and experiences with 8 other primary schools. We will continue to seek to broaden the ways that we work in partnership with other schools looking either locally or further afield. The means of developing the relationship may be through exchange visits or more likely through the internet and social media.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as music, residential visits, sport and drama.

School to parents and the community: Good partnership activities with the local and wider community 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, open days parent and child courses and family liaison work.
- Provision of extended services.

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How is a cohesive learning community promoted throughout the South Hams Federation taking account of the above considerations?

Teaching and Learning

- Throughout the South Hams Federation there is consistently good teaching through a subject specific curriculum being sustained over time. The quality of teaching and curriculum supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.
- Lessons across the curriculum promote common values and help pupils to value differences and challenge prejudice and stereotyping e.g. (RE/PSHE/ Geography/History/Art).
- 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.
- Support for pupils for whom English is an additional language is sort and advice followed.

Equity and Excellence

- There is a focus throughout the Federation on securing high standards of attainment for all pupils, from all backgrounds and of different socio-economic – see Disadvantaged and Pupil Premium Outcomes/IDSR
- Focusing on tracking and closing the gap between groups is a priority, (e.g. Dtd/PP/FSM/Gender/SEND) intervention strategies are put in place to counter individual pupil's' underachievement from Foundation Stage through to Year 6.
- Developing the personalised progress of work as appropriate.
- The development of gifted and talented children within the school as well as having effective procedures to support children with special educational needs.
- Equal opportunities and race equality polices are in place.
- Developing programmes of work for new arrivals are in place.
- Ensuring that effective approaches are in place to deal with incidents of prejudice, bullying and harassment e.g. monitoring reports to governors termly; clear school procedures
- Through the use of admission arrangements that promote community cohesion and social equity; arrangements are administered by the local authority rather than by school.
- Monitoring our school behavior polices so that no groups suffer prejudice e.g. behaviour, exclusion, racism and other stereotyping incidents monitored termly and reported to governors'

Engagement and Ethos

The school community

- Our Federation and our schools' ethos is established with clear aims, objectives and rules that underpin everyday practice e.g. no bullying, teasing or racist comments
- Partnership arrangements are in place to share good practice and offer pupils the opportunities to meet and learn from other pupils from different backgrounds.
- Links built into existing schemes of work are grounded in the curriculum, with pupils working together on a joint project or activity.
- Use of parents to talk about living in different communities and using their skills to promote learning
- School Councils in each school take into account pupil views e.g. monitor teasing, bullying and playground behaviour.

The area in which the school is located

- The shared use of local facilities in all of our schools provides a means for pupils to interact e.g. pupils from each school are involved in joint curriculum activities and events to enhance the curriculum. Children involved in transition activities at ICC/KCC/ Grenville House/Heatree Residential/ Forest and Beach/East Soar Farm/Slapton Field Centre.
- Working with community representatives, for example bringing community representatives into school to work with pupils i.e. parents visiting classes to discuss their occupations.

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- Strong links and multi-agency working practice developed between the school and other local agencies, such as: Speech Therapy/ SIDs Team/ EWO/ Behaviour Support/ EAL/ Educational Psychologist/ Bereavement Counselor/ CAMHS Workers/ Youth Offending Team/ Community Police Officers/ Fire Service/ Police Family Liaison Officer.
- Engagement with parents through coffee mornings, refreshments after special assemblies, curriculum evenings, parent and child pupil progress meetings.
- 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.
- Use of each of the Parish Churches for our Harvest Festival/ Christmas Carol Service together with a monthly church service at Malborough with South Huish C of E Primary School, and weekly School Assemblies led by the Vicar and lay preachers when available.

The UK community

- The curriculum is in place for children to take into account how different communities may live e.g. rural, suburban, urban through internet/ video conferencing visits to other areas and other schools- so as to prepare pupils for life in modern Britain.
- We give children experiences through visits , social media and residential opportunities, of differing areas and communities
- We ensure 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-Fitr, Diwali, Chinese New Year, Christmas, Harvest, Passover, Baisakhi

The global community

- Links established with schools around the world as part of International Links.
- Children raise funds to support global charities.
- The curriculum develops international mindedness across the world.
- Geography curriculum informs children of lives of worldwide ways of living.
- Charity events set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day, Devon Air Ambulance, Disaster Relief, Wildlife charities etc.

The Role of Governors

The Board of Governors ensures the promotion of a cohesive learning community and the Executive Headteacher ensures that these duties are fulfilled within each school.

On a regular basis the governors consider:

As part of the Federation, each school's impact on the community i.e. is the school exacerbating divisions or challenging them and breaking them down, and whether everything possible is being done to ensure all of our pupils are prepared to take an a positive and active role in developing modern Britain.

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

How representative the Board of Governors is of each local community and pupils backgrounds.

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

How each school actively promotes understanding and dialogue between different groups, does the school bring in community and faith leaders?

Any local social problems which might impact adversely upon the schools, and seek action by partners.

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Upon considering the above the governors produce an action plan to address any issues that have arisen.

Monitoring our cohesive learning community within the South Hams Federation

The school staff and governors will regularly review activity under the key headings and through an annual audit of provision and outcomes, to ensure that this is further developed and refined.

Evidence of cohesive learning activity will be kept on file in the School Self Evaluation Folders 2019-2020.

This policy should be read in conjunction with the Equality Scheme. Together, they are intrinsic to:

- The School Improvement Plan
- RE Policy
- SMSC Policy
- Anti-bullying Policy
- Equality Policy
- Preventing Radicalisation Policy

The above will lead to reviews of this policy on an annual basis.

Outcomes

Attainment for all groups of pupils within the Federation is above national in all our schools.

- Pupils are well equipped for secondary school and curious and knowledgeable about the wider world and other cultures.
- Our subject specific curriculum continues to promote and develop international mindedness, social and emotional awareness, an understanding of the world and the environment whilst celebrating creativity.
- Maintaining the distinct Christian ethos of Malborough with South Huish C of E Primary School.
- All staff within the Federation continue to be involved in joint CPD activities, joint planning, peer observations, moderation activities etc continuing to build our professional capacity for further improvement at all levels throughout each school.
- Collaborative activities with other schools where the pupils mix with larger numbers and different groups of children; enhance the pupils' social development.
- Staff with specialist knowledge continue to support and provide training for colleagues across the Federation.