

Community Cohesion Policy

Introduction

We aim to promote the spiritual, moral, cultural, mental and physical development of our children and to start to prepare them for the opportunities, responsibilities and experiences of later life. We do this in conjunction with the principles of nurture and the belief that everyone has a part to play in establishing and maintaining a community.

Although Halton is predominantly white British, we do believe that as migration and economic change start to alter the shape of our local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Aspiring Foundations Federated Nursery Schools work hard to secure a thriving, cohesive community, while recognising the vital part it has to play in building a cohesive society for the future. We wish to show that through our ethos and curriculum we can 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 our duty to address issues of 'how we live together' and 'dealing with difference' however challenging they may seem.

This policy should be viewed with the Single Equality Policy which includes how we promote the fundamental British Values at Nursery school, and also how we pay due regard to the duty "to prevent people from being drawn into terrorism"

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 our perspective

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

- the school community – the children it serves, their families and the school staff;
- the Centre community – the children / young people it serves, their families and the wider staff team
- the community within which the schools are located
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.

How do Aspiring Foundations Federated Nursery Schools contribute towards community cohesion?

We consider ourselves responsible, alongside parents/ carers, for equipping our children to live and thrive alongside people from many different backgrounds. Our contribution to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum – to teach children to begin to understand others, to promote common values and to value diversity, and to develop the skills of participation and of responsible action.
- 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.
- 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.

Teaching, learning and curriculum

It is the aim of our Federation to ensure that the quality of teaching and curriculum provision supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, helping them to start to be able to recognise similarities and to begin to appreciate different cultures, faiths, ethnicities and socio-economic backgrounds.

Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We will ensure that:

- We promote common values and help children to value differences– for example at recall time a discussion about ourselves would be used to look at how we are the same and how we are different as a small group.
- We build into the curriculum activities which help children to develop an understanding of the community and the diversity within it e.g. local walks around our community, visits to other communities, and opportunities to meet members of different communities.
- We support children for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in all Areas of Learning and Development.

Equity and excellence

We will continue to focus on securing high standards of attainment for children from all ethnic backgrounds and of different socio-economic statuses, ensuring that they are treated with respect and supported to achieve their full potential.

The individual school tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Engagement and ethos

School to school:

We shall seek to broaden the ways that we work in partnership with other schools, both locally and further a field. The means of developing the relationship may be visits, mailing or the internet.

Sharing facilities within a Children's Centre also provides a means for children to interact with other groups using the facilities.

School to parents and the community:

Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through visits to nursery.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as social care and health professionals.
- Engagement with parents through new parent meetings, home visits, informally on a daily basis, the development of parent workshops and family liaison work.
- Signposting parents to extended services and family groups on offer within the Childrens Centres. In particular this brings together parents from different backgrounds through parenting and family support