



**Parley First School**  
**Community Cohesion Policy**

“Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.”  
(Article 29, Children’s Rights and Responsibilities, UNICEF)

**What is Community Cohesion?**

At Parley First School we believe in working towards a society in which:

- there is a common vision and sense of background by all communities;
- the diversity of people’s backgrounds and circumstances is appreciated and valued;
- similar life opportunities are available to all; and
- strong and positive relationships exist and continue to be developed.

In order to strive for this we will consider:

- our school community, including those local community members who use our school facilities;
- the local community, including those who live and work in our school’s geographical area;
- the UK community; and
- the global community.

At all times we will ensure we acknowledge different;

- faiths;
- cultures and ethnicities;
- socio-economic groups;
- genders;
- disabilities;
- sexual identity; and
- ages

**How will we promote Community Cohesion?**

We will seek to promote these values through

- Teaching, Learning and the Curriculum;
- Equity and Excellence; and
- Community Engagement and Extended Services.

## Teaching, Learning and the Curriculum

At Parley First School we aim to ensure that all learners

- Learn about the rights and responsibilities of themselves and others, embedding our values of the Rights Respecting School.
- Develop pride in their own identity and develop respect for the identity of others. We will achieve this through curriculum planning that includes one focus each term, covering local, national and world examples across the three terms of an academic year.
- Enjoy first hand cultural experiences that reflect and celebrate the diversity within our national community. This will be addressed through pupil visits out of school, and inviting visitors into school.
- Develop the ability to empathise with the feelings and experiences of others, in particular through our following of the Rainbow Scheme.

## Equity and Excellence

We will strive to ensure that all learners develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of the school.

- Our school tracking process will monitor and evaluate the progress of all children, both as individuals and members of identified groups.
- Translator services will be utilised, when necessary, to support families for whom English is an additional language.
- Our range of school-run extra-curricular clubs will include opportunities for all children from Year 1-4 to participate in activities that have been highlighted from responses in the children's annual questionnaire.

## Community Engagement and Extended Services

Our school is fully committed to promoting cohesion within the local community and the wider national and global society. Therefore we will

- Communicate our core values and vision of inclusion and equality to the whole school community and the wider local community.
- Ensure, through audit of statistical data and dialogue with families, that we have a full and accurate knowledge of the backgrounds of our pupils and their families as well as the make-up of our local community.
- Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world, reflecting in the diversity of these communities.
- Take rigorous steps to ensure all parents and carers regard the school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school.
- Signpost services that are available at our local Children's Centre, at Ferndown First School, and other local events, eg. Internet Safety Events.
- Encourage local organisations to attend our annual Open Evening to highlight children and family activities and events, during term time and school holidays.

## Monitoring and Evaluation

This policy includes our Community Cohesion action plan, following our school audit, which, in turn, forms part of our School Development Plan and, as such, will be monitored annually, by all sections of the school community.

Our ongoing process of monitoring and evaluation will include:

- Analysis of data on pupils' achievement and progress;
- Analysis of pupils' involvement and participation in voluntary activities;
- Analysis of parents' and carers' involvement, participation and attendance at events including meetings to review pupil progress;
- Updating our information on the ethnic, faith and socio-economic features of our school and local community;
- Questionnaires to pupils, parents and carers;
- Bi-annual review of curriculum, through staff meetings;
- Agenda item on Spring Term full Governors' meeting.

Policy drawn up by: Jenni French (lead teacher for Community Cohesion)

Governor responsible for Community Cohesion:

Policy adopted: May 2010

Policy reviewed: May 2011

Next renewal due: May 2012