

EXMOUTH COMMUNITY COLLEGE



COMMUNITY COHESION STATEMENT

Policy Details	Date
Policy Written	Richard Childs
Policy ratified by	Curriculum Committee
Policy agreed by governors	04.10.16
Review Cycle	Annual
Policy Review date	Autumn 1 2017

Community Cohesion

Community Cohesion is divided into three different strands

- Religious and non-religious
- Ethnicity and culture
- Socio-economic

The school's contribution can be grouped under these headings

- Teaching, Learning & Curriculum
 - Equality & Excellence
 - Engagement & Ethos
 - Spiritual, Moral Social and Cultural
- } NOTE OVERLAP WITH INCLUSION

The above should encompass and deliver the following in context of below

- Faith
- ethnic and cultural understanding
- and socio-economic factors

Students should show moral development through:

- An ability to recognise the difference between right and wrong and apply this in life
- Understanding the consequences of their actions
- Interest in moral and ethical issues

The College strategy for pupils' social development includes:

- Fostering a sense of community
- Promoting racial, religious and other forms of equality
- Providing experiences, such as team building activities, to reinforce school and cultural values
- Providing opportunities for pupils to exercise decision making, leadership and responsibility
- Developing an understanding of British values

The School needs to - teach about - make students aware of - engage students with – experiences and actions regarding:

1. The School Community
2. The local community in which the College is placed and with whom we interact
3. British Values and the UK Community
4. The Global community

Community Cohesion: Aims

Education is a partnership between schools and the community. We seek to act as a bridge between the world outside the school gates and the facilities and opportunities within. Our aim is to enhance understanding and engagement. We have a continuing working relationship with the community.

We engage in these questions:

What kind of people does this community need to thrive in the future?
How can we help people engage with, and contribute to, their community?

Every child should have the opportunity to understand the conditions, challenges and aspirations of the local, national and international society in which we live.

Our students will be aware of multicultural Britain of which they are part.

We will give our students the opportunity to understand the differences in attitudes and aspirations of others.

We seek to enable our students to see themselves as global citizens but, as important, to understand the local economic, social and faith profiles of the area in which they live.

Turning Aims into Reality

- Students will have a sense of belonging to, and the opportunity to contribute to, their community.
- Students will be able to develop an appreciation of diverse backgrounds and circumstances of others.
- Students, the college, and partners will develop relationships with positive outcomes
- The College will provide educational and recreational opportunities beyond the college day for students.
- The College will host educational and recreational opportunities for parents and the community.

Community Cohesion: Evidence

By Community Cohesion we mean:

- 1. Working towards a society in which there is a common vision and sense of belonging by all communities in context of British values.**

***Our Evidence:** working with Exmouth Town Council/East Devon District Council/Devon County Council/Chamber of Commerce/ Rotary/National Trust/Local organisations such as Charities(Goody Box/Rotary) See Enrichment Programme/Web site and web site archive/Reporter and LINX. College Community Cadets. Working with local services including Fire and Police. The Prince's Trust*

- 2. A society in which the diversity of people's backgrounds and circumstances is appreciated and valued;** (*recognition of Multi-cult/multi faith country whose combined contribution make up GB*) SEE BELOW*

***Our Evidence:** See PD Programme/Assemblies topics/ RE KS 3/4/5. / Geography/ English*

- 3. A society in which similar life opportunities are available to all;** (social justice)

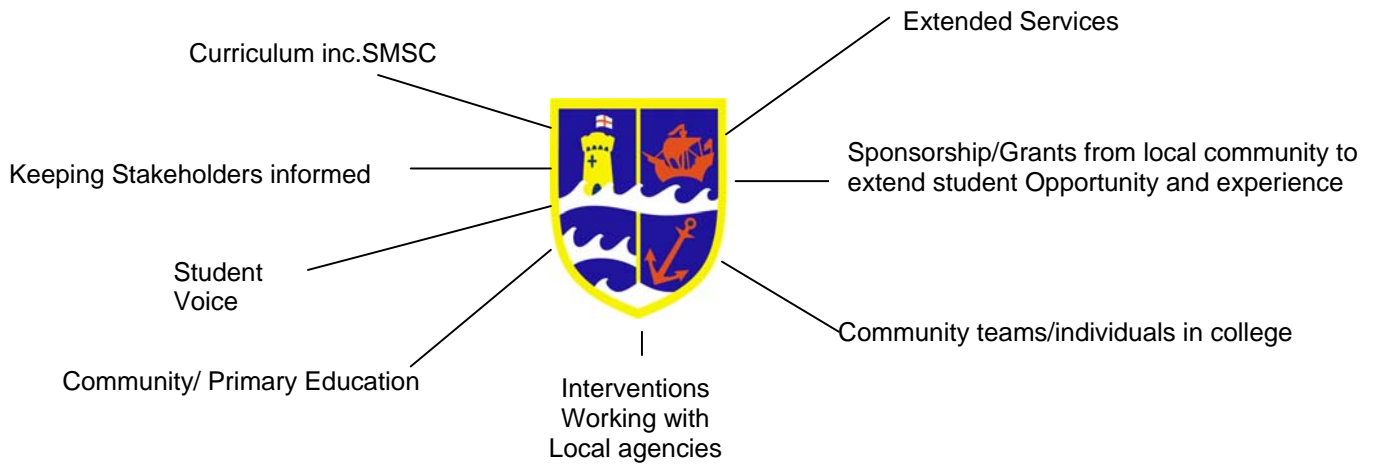
***Our Evidence:** See Curriculum model with ref in particular to KS 4/5 and breadth of opportunities including work based. See Ofsted and Transition and its comments on*

the nature of the student experience at ECC. See Business links/partnerships See links with Counselling

4. **A society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community(social capital).**

Our Evidence Students understand their local community: *The capacity of the school to work with a wide range of individuals and organisations in its local and wider community for the purpose of ensuring high levels of achievement for all students in all settings. “Communities that score high on the Social Capital Index are the same communities where children flourish.” See evidence at 1/2/3 above .*

Existing Community College Cohesion Work



Community Cohesion Schematic: see also inclusion

