

COMMUNITY COHESION POLICY

1. Policy Statement

- 1.1. Sir William Perkins's School seeks to ensure that the curriculum and wider school life promote the spiritual, moral, cultural, mental and physical development of students, both at the School and in society. This is in line with the School's aims and ethos, preparing students for the opportunities, responsibilities and experiences of later life.
- 1.2. The School recognises and values the diversity of this country in terms of cultures, religions or beliefs, ethnicities, sexual orientation, gender identity and socio-economic status and seeks to promote good citizenship and community cohesion.
- 1.3. The School promotes fundamental British Values alongside the equality of opportunity and good relations between people of different groups, including those groups protected by UK Equalities Act (2010).
- 1.4. The School expects all staff and students to actively promote and adhere to the policy.
- 1.5. This policy is to be read in conjunction with other relevant school policies including, but not limited to:
 - Anti-bullying Policy
 - Curriculum Policy
 - Good Behaviour Policy
 - Equal Opportunities Policy
 - Discipline and Exclusions Policy
 - PSHCE Policy
- 1.6. SWPS is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school's [Equal Opportunities Policy](#).

2. Key Aspects of the School's approach to Community Cohesion

- 2.1. The School will take positive action to promote the equality of opportunity and inclusion for different groups within the School. Examples include (but are not exclusive to) prefect-led equality and diversity group, guest speakers, culture day and staff training.
- 2.2. Respect for diversity (of race, of faith, of sexual orientation, of gender identity and diversity in all other ways) and awareness of human rights will be fostered within both the curriculum and co-curricular activities.
- 2.3. Shared values will be promoted, with an emphasis on Fundamental British Values and what is held in common.
- 2.4. Students will be equipped for living in a diverse culture in later life, by ensuring that there are opportunities to learn about and, where possible, to interact with different groups
- 2.5. Students will be encouraged to be outward-looking, aware of community issues and involved in the wider community.

2.6. SWPS will not tolerate discriminatory behaviour and there are disciplinary consequences for individuals who do not adhere to the policy.

3. Methods of Implementation

The points below indicate some of the key ways in which the School seeks to foster community cohesions:

- 3.1. Via the curriculum, with a high standard of teaching, learning and curriculum provision that supports high standards of attainment, promotes shared values and builds students' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, religions or beliefs, ethnicities and socio-economic backgrounds. There will be high expectations of success, with all students expected and encouraged by teachers and parents/carer to achieve their potential in order to make a positive contribution to society. Opportunities for discussing issues of identity and diversity will be integrated across the whole curriculum, particularly in R.S., PSHCE and assemblies
- 3.2. Via the co-curricular opportunities, including trips and visits both in this country and abroad (including experience of other religions and cultures) as well as sport, music, drama and other clubs.
- 3.3. Via encouraging student voice, and the taking of responsibility, both within the school and the wider community.
- 3.4. Via links with local agencies, including the police, social services and safeguarding, and health services.
- 3.5. Via links with the wider community, including links with local schools and businesses.
- 3.6. Via interaction with parents/carers through a variety of means, including Parents' Meetings, Drama and Music performances, Sporting fixtures, and FOSWPS events.
- 3.7. Via encouragement of work experience placements, community service, charity work and other such work.
- 3.8. Via specific celebrations of religion, culture, race and LGBTQI+ topics
- 3.9. Via training and professional development for teachers in areas related to diversity, equality and inclusion.
- 3.10. Via providing support mechanisms for students who may experience discrimination, e.g., reporting procedures and the support of a highly skilled pastoral team.
- 3.11. Via monitoring the effectiveness of the School's approaches and actions used, through methods such as regular assessments, surveys and student feedback.

4. Monitoring and Review

The Governing Body is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so.

This document will be reviewed and updated annually by the Head, with input from the Assistant Head - Co-curricular and Enrichment and the Assistant Head - Personal Development and Inclusion, or as events or legislation requires.

Next scheduled review date: May 2024 Last reviewed: May 2023	
Key updates in this version:	<ul style="list-style-type: none">• Updated SWPS branding / formatting• Updated content for approaches (2) and implementations (3) sections to reflect current practice• Update to include new AH roles.