

## **Activities to support Community Cohesion**

A portfolio of evidence can be one of the ways in which staff and governors can contribute to creating a picture of what is happening across the four community contexts the inspectors will be considering: school, local, UK and global. It is the present day UK culture and cultural appreciation that presents the most challenge for schools.

Here are some examples of the evidence some schools have collated for each of the three areas of the duty:

### **Teaching learning and curriculum:**

- Awards and standards (Eco schools, Anti bullying accreditation, Rights Respecting schools etc)
- Lesson planning or descriptions of topics taught with reference to aspects of the duty being promoted (migration histories, peer learning, leadership and responsibility)
- Evidence of attitudinal change surveys collated before and after a programme of teaching and learning has taken place.
- Evidence of how innovative T&L strategies developed the pupils' critical thinking skills about the contexts of community (e.g. Philosophies for Children, Opening Minds, Learning to Learn, Project Based Learning)
- Evidence of pupil voice activity and 'listening campaigns' in school to improve the relevance of the curriculum to preparing the children to live in a diverse and multicultural society
- Examples of the materials, book choices and display ideas that demonstrate a commitment to diverse representations of culture, families and people, which demonstrate that stereotypes and discrimination are tackled. You may choose to describe the processes by which the materials are selected in school
- Samples of work that represent contact with people from contrasting communities (international links, faith based visits, school linking partnerships in the UK)

### **Equity and Excellence**

- A copy of your single equalities policy and action plan
- A copy of the county procedure for recording and reporting racist incidents
- The framework for recording achievement for Vulnerable groups.
- Anti bullying policy
- Evidence from tracking systems, provision management, APP, looking specifically at relevant characteristics (gender, ethnicity etc)
- Details of education out of school (trips, exchanges, visits)
- Sample evidence of opportunities open to pupils (creative performances, sporting events, positions of responsibility).
- Example of the school's induction packages (for staff, EAL or new pupils)
- Records of visits from diverse role models (photos, examples of children's work).
- Signposts to the areas of professional development being offered to and requested by the staff to improve the equity and excellence dimension of the school's work.

## **Engagement and Extended Services**

- Extended services documentation from your partnership
- Offer of out of hours care, and family learning in your school
- Evidence of listening campaigns and surveys with hard to reach groups, or community groups
- Evidence that heritage languages are valued (letters home in translation, classroom prompts for newly arrived pupils)
- Plans for projects that consider community use of facilities including rebuilds and other capital projects. (e.g. BSF, allotments, sports hall)
- School Linking projects (UK and overseas).
- Letters of invitation to the community to become involved in the life of the school
- Community stakeholder involvement activity. (How have you involved stakeholders in planning and consultation; neighbours, police, charitable work)