

Guiding Principles

WSAPC strives to be a place where pupils, staff, families, and other visitors are made welcome and comfortable and where we will treat each other with respect. We believe that all children have the right to protection from neglect and abuse and that their welfare is of paramount importance. WSAPC provision is where learning and personal development takes place in a climate of trust and where we value everyone's unique contribution to our community.

All staff and other adults working in the school have a duty to ensure that pupils are safe and protected and that we all have a duty to ensure that if there are any concerns relating to the welfare of a pupil the Local Safeguarding Children's Board procedures are followed.

WSAPC staff will always try to work in partnership with families but in any conflict between the needs of the young person and those of parents/carers or professionals, the needs of the young person must come first.

Staff in WSAPC are committed to safe recruitment and selection procedures (in line with WSCC guidelines) to ensure that all staff have been appropriately screened prior to appointment, and to the provision of appropriate child protection training through the staff induction programme and within continuing professional development opportunities.

Context

By community cohesion in WSAPC we mean working towards a school society in which there is a common vision and sense of belonging by all students; a school in which the diversity of children's backgrounds and circumstances is appreciated and valued; a school in which similar educational opportunities are available to all; and a school in which strong and positive relationships exist and continue to be developed through partnerships with the wider community.

Our cohesive community has a clearly defined and shared vision for the future of both the school and the wider community setting.

Within WSAPC there is a strong sense of students' rights and responsibilities – students know what everyone expects of them, and what they can expect in turn. There is a strong sense of trust between

staff and students and within partnerships.

The Community Cohesion Vision

In WSAPC we believe that vulnerable and challenging students are best supported within an environment which has a strong sense of community and belonging. The community extends beyond the setting to the family, local colleges and other schools as well as the local geographical and global communities.

Responsibilities

The Executive Head Teacher will ensure that:

- 🔹 We promote community cohesion as part of their leadership and management role, leading the school and involving the school workforce and pupils in the promotion of community cohesion.
- 🔹 We audit the areas of existing practice in relation to community cohesion, taking a whole school approach to determine what further action may be required
- 🔹 There is a high standard of teaching, learning and curriculum provision that supports high standards of attainment, promotes shared values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, religions or beliefs, ethnicities and socio-economic backgrounds.
- 🔹 There are high expectations of success, with all pupils expected and encouraged by teachers and parents to achieve their potential. Opportunities for discussing issues of identity and diversity will be integrated across the whole curriculum, including in citizenship education.
- 🔹 In line with existing duties, all settings should have effective approaches in place to deal with incidents of prejudice, discrimination, bullying and harassment.
- 🔹 They analyse data relating to pupil progress and achievement in order to address areas of underachievement by any particular groups of pupils e.g. CTWCF, EHCP, boys, girls, G&T, EAL and ensure that systems are put in place to address underachievement of particular groups.
- 🔹 Improvement/Development Plans reflect the standards we need to aspire required to in developing community cohesion.
- 🔹 We analyse data from particular groups in order to identify and address

issues of poor behaviour, attendance, attitude and bullying.

- Report to the Governing Body on a regular basis on progress made towards improving Community cohesion

Heads of School and members of the extended leadership team will ensure that:

- There are opportunities across the curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping. As well as the opportunities in citizenship described above, there are opportunities across the curriculum and in the new programme of study for Personal, Social and Health Education (PSHE).
- There is a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, for example to places of worship, and meeting with different members of the community.
- There is support for pupils for whom English is an additional language (EAL), and specific support for meetings with members of different communities.
- Teaching staff, remove barriers to effective learning, enabling the pupils to be integrated and achieve the highest possible level in English.
- Visits are held which involve members of the local and wider community and promote the engagement of learners and shared understanding, as well as WSAPC's ethos and values.
- There is encouragement for learners to value diversity and develop a better understanding of UK society, for example by challenging assumptions and creating an open climate to address sensitive and controversial issues.
- They work together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils.
- They are proactive in local engagement through links with community groups and organisations, enabling them to play a role in the school and encouraging pupils to make a positive contribution in the local area
- Pupil voice is heard and able to effect change: by involvement of pupils in the governance and organization of the school through school councils, in a way that facilitates their participation and ability to make a difference in school, in their local community and beyond; or enabling pupils to take responsibility and to evaluate how well the school is

building community cohesion.

- 🔹 They develop and maintain strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police, different religious groups and social care and health professionals.
- 🔹 They develop links with work placed learning providers and other employers. They enable placements for pupils in voluntary community-based activities.
- 🔹 They promote engagement with parents through curriculum evenings, teaching and learning activities such as parent and child courses, and family liaison work, tailored to suit the needs and requirements of the school and parents. For example, reaching parents who may need additional support through other local bodies and community points of contact.
- 🔹 They report regularly to the Executive Head Teacher on improvements made towards the actions identified in the School Improvement Plan.

Staff will ensure that:

- 🔹 Progress can be evaluated by analysing assessment results to keep track of the relative performance of pupils of different groups and to tackle underperformance by any particular pupils from different groups.
- 🔹 Pupils should be involved in evaluating their own progress and also the success of the setting in implementing these policies.
- 🔹 They deliver high quality lessons and highlight aspects of community cohesion wherever possible.
- 🔹 SOW will clearly identify opportunities for the development of aspects of community cohesion.
- 🔹 Individual pupil underperformance is addressed through appropriate interventions at subject level, centre level, through inter-agency involvement as appropriate.
- 🔹 Their approach to behaviour management is consistent, fair and equitable in order to minimise poor behaviour, attitude and attendance issues.

Students will ensure that:

- 🔹 On entry to WSAPC they understand and sign the school contract They are willing to participate in regular reviews of progress.
- 🔹 They will represent WSAPC positively on any visit either external to the

centre or within it.

Parents/Carers will ensure that:

- 🔹 On entry to WSAPC they undertake to support the community cohesion vision and aims.
- 🔹 They will support their son/daughter by attending progress review.
- 🔹 They will support their child in ensuring that he/she understands the importance of working within WSAPC.

The Governing Body will ensure that:

- 🔹 They review community cohesion and receive regular updates on
- 🔹 progress. Their membership reflects the diverse aspects of the local community.

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ADOPTED BY WSAPC	September 2013
REVIEWED	Nov 2025
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