

Community Cohesion Policy

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Approved By	
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Notes	



Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

Promoting Community Cohesion

Overview

The school Governing Body has a duty to promote Community Cohesion under the Education and Inspections Act 2006 from 1st September 2007.

There are three main areas under which this school makes its main contribution to Community Cohesion:

- A.** Teaching, learning and the curriculum – using opportunities across the curriculum to value diversity whilst also promoting shared values
- B.** Equity and excellence – ensuring equity and high standards for all and tackling underperformance by any particular group
- C.** Engagement and extended services – engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

Community cohesion is about working towards a society in which:

- A.** there is a common vision and sense of belonging by all communities
- B.** the diversity of people's backgrounds is appreciated and valued
- C.** similar life opportunities are available to all
- D.** strong and positive relationships exist and are developed in the workplace, schools and wider community.

The above concepts were developed by the Commission on Integration and Cohesion in its report 'Our Shared Future' which stated that community cohesion is promoted by individuals developing a 'sense of belonging' and this is defined by: Understanding their rights and responsibilities in relation to the place where they live and trusting that local institutions act fairly in arbitrating between different interests. 'Community' has a number of dimensions:

- A.** the school community – the pupils it serves, their families, the school's staff and governing body, and community use of the school's facilities and services
- B.** the community within which the school is located, including the city and local authority area
- C.** the UK community – all schools are by definition part of this community
- D.** the global community – formed by EU and international links.

Our Principles

In this school we build mutual respect through our school ethos, aims and values. We take positive steps to counter the effects of intolerance and harassment and are continually working towards the central importance of making fair treatment visible and known to all communities. When we tackle inequalities, we are aware of the need to present this as leading to fairer outcomes for all. We are all aware of some significant barriers to building community cohesion such as mistrust, perceptions, lack of spaces for meaningful interaction and the time required to allow dialogue with positive outcomes.

The roles

The school, through its governors and staff, is responsible for equipping the pupils to live and thrive alongside people from many different backgrounds. We need to ensure that we:

- A.** provide opportunities for interaction between pupils from different backgrounds
- B.** consider how aspects of our work already supports integration and community harmony
- C.** take stock of what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion

- D. consider how the duty to promote community cohesion can also contribute to our duty to promote children's well-being through our delivery of the 5 outcomes in the Every Child Matters agenda.

Main areas for action in promoting community cohesion

The school sets its ethos, aims and values at the centre of its main purpose, it works on fostering excellent and valued relationships between staff and governors, parents and their children and all agencies, community and local groups with whom it works.

1) Teaching, learning and the curriculum

- Teaching pupils to understand others, promoting common values, valuing diversity, promoting awareness of human rights and developing skills of participation and responsible action.
- Attending to disagreements and conflict situations with equity and fairness, with positive feedback to the parties involved and their parents.

These aspects will be promoted by all staff, throughout all subjects of the curriculum but especially through Religious Education, Collective Worship and assemblies, Personal, Social, Health Education and Citizenship, regular review of the policies, routines and systems for behaviour, conduct, rewards and sanctions. Training for staff and governors in raising awareness and development of these aspects on community cohesion will become an integral part of our school INSET programme.

2) Equity and excellence

- Providing equal opportunities for all to succeed, removing barriers to access and participation in learning activities and eliminating variations in outcomes for different groups.

The school will address these aspects by dealing with bullying and harassment and also by monitoring behaviour policies and exclusion systems to ensure that they do not discriminate against any groups. By the systematic tracking of pupil's progress in academic subjects and emotional, social and behavioural development, we shall be able to monitor individuals and significant groups. Careful analysis of data and comparisons with other similar data nationwide will enhance and inform our understanding of aspects of success and areas for development for our school in the overall field of Community Cohesion. We will ensure that admission to school, recruitment of staff and other staffing policies promote community cohesion and social equity.

3) Engagement and extended services

- Providing the means for children, young people and their families to promote interaction with people from different backgrounds, including links with different schools and communities locally, across the country and internationally.

The school will meet these aspects through the planning of our curriculum, bringing community representatives and visitors into our school, making visits to other communities, developing systems for listening to our 'pupil voice' and working closely with parents in learning partnerships and with other agencies. All of these can enhance understanding for our pupils about diversity and the society in which they now live, thus allowing them to develop the necessary skills in order to become valued and valuable

members of the future community. We will continue to develop and review our extended schools services alongside other local schools and groups and within the constraints of our main purpose of education - standards, the age and aptitudes of our pupils, finance, staffing, specific facilities and other resources available.

Self-evaluation for Promoting Community Cohesion

The governors, through the Head Teacher and senior staff, will monitor the impact of the activities outlined in the three main aspects above. An annual report, as part of our cycle of self-evaluation, will be presented to governors. Issues that are identified as requiring review or development will be included in our next School Development Plan.

Data will be processed to be in line with the requirements and protections set out in the General Data Protection Regulation