



SHANKLEA PRIMARY SCHOOL

Community Cohesion Policy

Policy Control Details			
Date policy approved:	September 2017		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	1 year		
Review required by:	September 2018		
Responsibility for review:	Curriculum Committee		

Shanklea Primary School Community Cohesion Policy

Shanklea Primary School welcomes its obligations and duties under the Education and Inspections Act 2006 to promote Community Cohesion. In so doing, we recognise the close links with our duties under all key Equalities legislation including the Race Relations Amendment Act (2000), the Disability Discrimination Acts (1995 and 2005) and the Sex Discrimination Act (1975 as amended by the Equality Act 2006).

By 'Community Cohesion', we mean working towards a society with a common vision based on core moral values and a strong sense of belonging for all, where diversity is valued and where everyone recognises what all human beings share in common, that all human beings are of equal worth and where relationships across all individuals and groups are positive. We understand that we can only promote Community Cohesion effectively through recognising the inextricable links with Equality and Diversity in our policy and practice. We therefore recognise the close relationship between Community Cohesion and the Every Child Matters entitlement framework.

More specifically, in interpreting government guidance, we see the promotion of Community Cohesion as involving five core principles:

- Equality of opportunity
- Social inclusion
- Respect for diversity
- Shared moral values
- Active engagement with others to understand what we all hold in common

As a school, we are committed to promoting these core principles across seven aspects of Diversity based on:

- Socio-economic factors
- Ethnicity
- Gender
- Age
- Disability
- Sexual identity
- Faith, belief, spirituality

We recognise the emphasis placed by the DFE and Ofsted on the dimensions of Religion, Ethnicity and Socio-economic factors in defining Diversity. While giving due emphasis to these three dimensions, we have adopted a broader definition of Diversity to address the needs of all learners, promote Community Cohesion in a comprehensive way in line with developing Equalities legislation (see 'A Fairer Future' : the Equality Bill 2009)

In line with government guidance, we are committed to promoting Community Cohesion based on these five core principles and across these seven aspects of diversity at four levels of 'Community':

- The school community
- The local community
- The UK community
- The global community

This policy for the promotion of Community Cohesion will be implemented across the whole school through three key areas of our practice:

- Teaching, learning and curriculum
- Equity and excellence
- Ethos, Community Engagement and Extended Services

Shanklea Primary School is a 'Rights Respecting School' where we regularly refer to the universal moral values set out in the UN Convention on the Rights of the Child (UNCRC). This gives us a strong set of shared moral values which are introduced to and developed with all sections of our school community. The UNCRC provides everyone with a common language and moral framework for considering the consequences of many of our actions for the rights of others and for our own rights. This gives us all a firm basis for promoting equality and community cohesion and for respecting and celebrating diversity. We also encourage all members of our school community to see themselves as active global citizens who challenge injustice wherever they meet it and take action for a just and sustainable world.

Teaching, Learning and Curriculum

In meeting our duty to promote Community Cohesion, we will strive to ensure that all learners will enjoy opportunities to:

- Learn about the Rights of the Child and the responsibilities that these rights imply
- Develop pride in their own identity and to learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world based on ethnicity, socio-economic

circumstances, gender, lifestyle, disability, sexual identity, age, faith and world view

- Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for differences
- Develop a positive vision of a diverse, just and equitable society
- Learn about their own community, UK society including communities which contrast with their own and global society, including the challenges faced by the whole global community
- Learn about the major world faith traditions as well as non-religious moral world views, including the commonalities across faiths and world views as well as the diversity within individual faith traditions
- Develop skills of critical thinking including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints
- Enjoy at first hand cultural experiences that reflect and celebrate the diversity within UK society
- To learn about how inward and outward migration have shaped UK society and how movement of people has been an enduring feature of human history
- Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves

We will continue to strive to establish a learning environment in which all learners:

- Enjoy the right to full, active participation knowing that their views and ideas are taken very seriously and where their voice is heard
- Feel safe, valued and respected and develop a strong, positive sense of belonging
- Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives
- Develop skills of mediation and conflict-resolution
- Develop the skills of democratic decision-making

Equity and Excellence

We will continue to strive to ensure that all learners develop their abilities and talents to the full and enjoy equality of opportunity to participate fully in the life of the school. To this end, we will:

- Regularly monitor and evaluate the academic, personal and social development of each child and of all the diverse groups that are represented in the school, including those for whom English is an Additional Language, taking effective steps where necessary to address any differences in outcomes across groups
- Use assemblies, classroom time and meetings of staff and governors to maintain a high profile for our commitment to equality of opportunity and social inclusion
- Ensure that all sections of the school community, including parents, are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements; this involves ensuring that all sections of the school community have confidence in our arrangements for tackling all forms of bigotry, racial and other prejudice, discrimination, bullying and harassment
- Regularly monitor patterns of discipline, including any exclusions by pupil group and take any action necessary to ensure equity and inclusion
- Promote the value of linguistic diversity and celebrate the diverse language skills of the school community, including heritage languages
- Take steps to enable pupils to encounter a range of positive role models including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class

Community Engagement and Extended Services

The school is fully committed to promoting cohesion within the local community and wider UK and global society. Therefore, we will:

- Communicate our core values and vision of inclusion and equality to the whole school community and the wider local community
- Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision
- Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world; at each level, reflecting the diversity of these communities

- Ensure that the school is aware of changing patterns of migration into and from the local community and take steps to engage with and support groups that are new to the community
- Take rigorous steps to ensure that all parents and carers regard the school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school

Policy implementation, monitoring and evaluation

This policy has been discussed and agreed by all sections of the school community, including the pupils. We have audited our provision for Community Cohesion and produced an Action Plan which forms part of our School Improvement Plan. Our procedures for monitoring the impact of our policy and action plan include the involvement of our pupils who play a central role in our evaluation process. The Governing Body is fully aware of its responsibilities with regard to our duty to promote Community Cohesion and a named governor leads on this issue. The Governing Body will review annually the extent to which we have been successful in implementing our action plan. The headteacher will ensure that all staff are aware of their responsibilities through appropriate professional development and guidance and a member of the senior management team has lead responsibility for Community Cohesion.

Our process of monitoring and evaluation will include:

- Analysis of data on pupils' academic achievement
- Detailed review of pupils' personal and social development
- Analysis of pupils' involvement and participation in voluntary activities
- Analysis of parents' and carers' involvement, participation and attendance at events including meetings to review pupil progress
- Updating our information on the socio-economic features of our local community
- Pupil-led questionnaires and group interviews
- Questionnaire to parents and carers
- Pupil interviews led by the lead teacher for Community Cohesion
- Review of the curriculum (bi-annual)
- Report to governors (as part of a review of all equalities issues) and annual item on agenda of a Governors' meeting