



Community Cohesion Policy

UN Convention on the Rights of the Child	
Article 29	Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
Article 30	You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.

1. Introduction

The curriculum of our school promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society. It prepares our pupils for the opportunities, responsibilities and experiences of later life.

We aim for our school to be... a thriving, cohesive community, and recognise that it also has a vital part to play in building a more cohesive society.

Our school takes its responsibility for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds seriously. Our school does not reflect this diversity and we will make links with other schools and organisations in order to give pupils the opportunity to mix with and learn from and about those from different backgrounds.

Our school promotes, through its ethos and curriculum, a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

We take our duty to address issues of 'how we live together' and 'dealing with difference.' however controversial and difficult they might sometimes seem, seriously. This is addressed throughout the whole curriculum and there is a link within teachers planning.

2. What is community cohesion?

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Community from a school's perspective

At Cranford Park Church of England Primary school we recognise the term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.

3. Promoting community cohesion

3.1 Our school's contribution towards community cohesion

In school we promote community cohesion in 3 broad

- Teaching, learning and curriculum – we teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence – we ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and ethos – we provide opportunities for children and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally

3.2 Considerations towards promoting community cohesion

We plan the curriculum with due consideration as to how activities can promote community cohesion within the school and in cooperation with other schools.

We recognise that this will also promote well-being and help achieve a number of outcomes ('making a positive contribution', 'enjoy and achieve' and 'achieving economic well-being') from Every Child Matters

Teaching, learning and curriculum

As a school we recognise a high standard of teaching and curriculum provision that supports high standards of attainment promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds.

Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We ensure:

- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- We have an effective school council where pupils have a voice in the governance and organisation of the school, thereby teaching pupils to participate in and make a difference in school, in their local community and beyond.

Equity and excellence

We believe that all pupils, whatever their ethnic background or socio-economic status, have a right to achieve their full potential. We ensure that pupils are treated with respect and supported to achieve their full potential.

The school tracking system enables us to evaluate the progress of different groups and to tackle underperformance by any particular group.

We monitor incidents of prejudice, bullying and harassment. We monitor whether pupils from particular groups are more likely to be excluded or disciplined than others and have appropriate behaviour and discipline policies which will deal with this.

Our school admissions criteria emphasises the importance of admission arrangements that promote community cohesion and social equity.

Engagement and ethos

School to school:

We seek to broaden the ways that we work in partnership with other schools. We look either locally or and further afield to develop the relationship through exchange visits or through the internet.

School to parents and the community:

We seek to promote good partnership activities with the local and wider community by:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family liaison work.
- Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours, including adult and family learning, ICT and English for speakers of other languages (ESOL) classes.

Websites of interest

The Specialist Schools network, led by the Specialist Schools and Academies Trust, with advice and information available at:

www.schoolsnetwork.org.uk

Information on extended schools partnerships and networks at:

www.everychildmatters.gov.uk/ete/extendedschools

www.teachernet.gov.uk/extendedschools

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Agreed/reviewed: March 2016

Next review: March 2021