

SALTERSGATE JUNIOR **SCHOOL**

COMMUNITY COHESION POLICY

PERSONS RESPONSIBLE FOR POLICY:	MRS M E OXER: HEADTEACHER Mrs A Webber: CHAIR OF GOVERNORS
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Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
30/11/09				
04/04/11	1	30/11/09		None
06/01/12	2	04/04/11	1	None
12/02/13	3	06/01/12	2	None
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Spring 2015	5	13/01/14	4	None
Spring 2016	6	26.01.15	5	None
Spring 2017	7	Spring 2016	6	None
Spring 2018	8	Spring 2017	7	Governor Change

Designated Safeguarding Persons:
Mrs M Oxer (Headteacher)
Mrs A Webber (Chair of Governors)

School's Vision

An important aspect of our vision is related to the creation of a fair and just school community that promotes social inclusion, community cohesion and equality. The school community is enriched by its diversity and it is committed towards challenging and acting upon all forms of discrimination and inequality.

Saltergate Junior School strives to ensure that its culture and ethos reflect the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

What is community cohesion?

Community cohesion means 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.

Introduction

The school's curriculum should promote the spiritual, moral, cultural, mental and physical development of the pupils and prepare them for the opportunities, responsibilities and experiences of later life.

Saltergate Junior School already works in ways to develop this and promotes community cohesion. As migration and economic changes alter the shape of our increasingly diverse local communities, it is more important than ever that the school plays a full part in promoting community cohesion. The school should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society.

The school is responsible for educating pupils who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds.

Through the school's ethos and curriculum it promotes a common sense of identity and supports diversity, showing pupils how different communities can be united by common experiences and values.

It is the duty of the school to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

Community from a school's perspective

For schools, 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 the UK - all schools are by definition part of this community;
- The global community - formed by EU and international links.

Saltersgate Junior School is a learning community in its own right set within the larger community of Scawsby but, at the same time, belonging to the global community.

What can we do to promote community cohesion?

The school will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. All pupils, employees and other service users should be treated with dignity and respect at all times and bullying, harassment or victimisation of any groups or individuals will not be tolerated.

Saltersgate Junior School will be an equality champion and community leader in:

- promoting equality, for example by assessing the impact of our policies on different groups
- challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- developing an Equality, Diversity and Cohesion Strategy that includes all equality strands and links targets and actions with our School Improvement Plan
- developing, implementing, monitoring and reporting equality work throughout the school community as part of our business planning, school improvement, and school self evaluation processes
- developing and supporting a workforce that seeks to reflect at all levels the resident community of Scawsby and Doncaster

- working in partnership and consulting with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- reviewing and auditing all our equality, diversity and cohesion activities

How does the school contribute towards community cohesion?

Like all schools it is responsible for helping pupils to celebrate diversity, live happily with people from other ethnic backgrounds and challenge discrimination on the grounds of gender, race, age, disability, sexuality, religion or belief.

- Teaching, learning and curriculum - the school must teach pupils to understand others, promote common values and value diversity, promote awareness of human rights and of the responsibility to uphold and defend them, and develop the skills of participation and responsible action.
- Equity and excellence - the school must 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 - the school must provide a means for pupils, young people and their families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities locally, across the country and internationally.

What does the school need to consider in promoting community cohesion?

It needs to consider what activities are already taking place within the school and what might be arranged in cooperation with other schools. It also needs to promote an environment where standards of conduct are of the highest level and ensure that no one is harassed, bullied or victimised.

In addition, the school wants to consider promoting well-being in the context of the work and activities that support community cohesion. This will also contribute towards the Every Child Matters outcomes of 'making a positive contribution', 'enjoy and achieve' and 'achieving economic well-being'.

Teaching, learning and curriculum

Saltersgate Junior School is committed to 'quality, standards and high expectations'. It also 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.

The school needs to ensure that:

- Teaching/learning across the curriculum promotes common values, helps pupils to value differences and challenges prejudice and stereotyping - for example there should be opportunities in citizenship classes/circle times for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK' and the global community
- There is a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities
- There is support for pupils and parents for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English
- There is an effective voice and the involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Equity and excellence

The school continues to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status, ensuring that all are treated with respect and supported to achieve their full potential.

The school's tracking system will enable it to evaluate progress of different groups and to address issues related to underperformance by any particular group. Appropriate and effective strategies will be implemented to help raise attainment

The school needs to continue to rigorously monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others, should be accompanied by appropriate behaviour and discipline strategies in place to deal with these issues.

Engagement and ethos

Other Schools: The school works to broaden the ways that it operates in partnership with other schools. It intends to look locally or nationally to develop relationships through exchange visits or more likely through the internet. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

Parents and the Community: Good partnership activities with the local and wider community include:

- Working together with community representatives, for example the local churches, 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 curriculum workshops, adult learning, social events, parent and child courses, family liaison work, parents' forums etc
- 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.

NB

Adhering to the school's Inclusion Policy is paramount within all curricular and extra curricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.