



Harry Gosling Primary School Community Cohesion Policy 2018-19

Rationale

The 2006 Education and Inspections Act states that schools must promote community cohesion. We believe that it is our duty to address issues of how the members of our community live together and benefit from their diversity.

Community cohesion lies at the heart of a strong and safe community. It must be achieved locally through creating strong networks, based on principles of trust, and respect for local diversity, and nurturing a sense of belonging and confidence in local people.

Our Vision

We recognise and celebrate the diversity within our catchment area and welcome the contributions that different groups and individuals make to the community. A key commitment of Harry Gosling Primary School is to build and promote community cohesion within the school and wider community.

Community cohesion incorporates and goes beyond the concept of race equality and social inclusion. A cohesive community is one where:

- there is a common vision and a sense of belonging for all communities
- the diversity of people's different backgrounds and circumstances are appreciated and positively valued
- those from different backgrounds have similar life opportunities
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

Harry Gosling Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects 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.

We work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

Our Values

- Diversity is a strength; having different groups, cultures, and faiths in our society makes us stronger.
- We should all work for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society.
- The different groups, cultures, faiths and ages in our society will benefit from meeting each other, listening to one another, and getting to understand each other more.
- Racism and prejudice undermine community cohesion and must be confronted.
- Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion.

The health, well-being and cohesion of our local community are important to us. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us. That is

why we have developed this policy and a Diversity Scheme to ensure that we create an environment where everyone is respected and treated equally.

Our strategic aims and objectives

- Our Equality Scheme will include actions linked to promoting community cohesion.
- We will involve stakeholders in action planning for effective community cohesion.
- The Governing Body will take positive steps to promote good community relations.
- We will work towards challenging any forms of prejudice towards groups and individuals.
- All teachers will be trained in promoting community cohesion through a diverse curriculum.
- We will assess the impact of our community cohesion programme to determine adverse or differential impact on groups or individuals.

Our practice

There are three areas where our practice can contribute most to Community Cohesion.

1. Teaching, Learning and the Curriculum

Promoting community cohesion through teaching, learning and the curriculum is at the heart of our duty. The Guidance describes this as “helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action” Many subjects, including Citizenship, RE, History and Geography have direct relevance to promoting community cohesion and the following areas may be useful when considering the role of the curriculum in meeting the new duty.

Curriculum areas:

- Religious Education
- PSHE
- SEAL
- Community based projects

Ethos of the School:

- Equalities and Diversity Policy
- Inclusion Policy
- Behaviour Policy
- Volunteering & mentoring

Access & Inclusion:

- Admissions arrangements
- Evaluating progress/attainment of different groups
- Tackling underperformance
- Bullying, discrimination, racial incidents & behaviour monitoring

Student Voice:

- School Council

Teacher Frameworks:

- Healthy schools
- Home/school agreement
- Extended schools & services

Special Events:

- Black history month
- Culture week / International Festival
- Fundraising events
- Religious celebrations such as Eid, Christmas, Diwali & Chinese new Year

2. Equity and Excellence

Striving to ensure that all pupils achieve their potential, irrespective of ethnic, socio-economic or other differences, is already a clear focus for our school and is another important aspect of promoting community cohesion. We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from different backgrounds and their peers.

3. Engagement and Extended Services

We promote community cohesion through work to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.