



South Grove Primary Community Cohesion Policy

January 2014

South Grove Primary School

Community Cohesion Promotion Policy

1. Background:

The Education and Inspections Act 2006 inserted a new section 21 (5) into the Education Act 2002 which introduces a duty on schools' governing bodies to promote community cohesion. From September 2007, Ofsted included the implementation of the duty in their inspections and from September 2009 there is a specific section with evaluative criteria in the inspection framework. The legislative requirements on schools to meet this duty are in the Equality Act 2006 and outlined in the Race Relations Amendment Act (2000) – see below.

The document 'Community Cohesion Education Standards for Schools' (DfES, Home Office and Commission for Racial Equality 2004) provides illustrative approaches for schools to check against, draw from and adapt to reflect their own local circumstances and issues. The national Community Cohesion Standards are framed by four strategic aims, to:

- _ Close the attainment and achievement gap.
- _ Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.
- _ Contribute to building good community relations and challenge all types of discrimination and inequality.
- _ Remove the barriers to access, participation, progression, attainment and achievement.

The DCSF suggest schools' contribution to community cohesion can be grouped - under the three following headings:

- _ Teaching, learning and curriculum – to 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 – to 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 – to provide a means for children, young people 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.

2. Introduction

The curriculum of South Grove Primary School promotes the spiritual, moral, cultural, mental and physical development of our pupils, and of society, and prepares our pupils for the opportunities, responsibilities and experiences of later life. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools play a full part in promoting community cohesion.

Our school strives to be a thriving, cohesive community, and in doing so it has a vital part to play in building a more cohesive society.

We wish to show that through our ethos and curriculum South Grove Primary School can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

3. 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.

4. Community from our School's Perspective

For us, the term 'community' has a number of dimensions including:

- _ the **School Community** – the pupils South Grove Primary School serves, their families and the school's staff;
- _ the **Community within which the school is located** – Markhouse ward in Waltham Forest
- _ the **Community of Britain** - all British schools are by definition part of this community;
- _ The **Global Community** – formed by EU and international links.

5. How does our school contribute towards community cohesion?

Broadly, the school's contribution to community cohesion can be grouped under the three following headings:

_ **Teaching, learning and curriculum** – to 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** – to 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** – to provide a means for children, young people 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.

a. Teaching, learning and curriculum

At South Grove Primary School we support our staff to enable them to have a high standard of teaching. We strive to be an effective school and provide a curriculum 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.

To achieve this we need to ensure that:

_ lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.

_ we develop a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.

_ when necessary, we support pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.

_ Pupils have an effective voice and are involved 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.

b. Equity and excellence

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

The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

We need to continue our efforts to 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 policies in place to deal with this.

c. Engagement and ethos

School to school: We shall seek to broaden the ways that we work in partnership with other schools. We shall look either locally or further afield and the means of developing the relationship may be 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.

School to parents and the community: Good partnership activities with the local and wider community might include:

- _ 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 Adult learning opportunities.

Date Governors Agreed:			
Date to be reviewed:			
Head Teacher:		Date:	
Chair of Governors:		Date:	