



# Hemingbrough CP School

## Community Cohesion Policy

### Introduction

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

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 values; 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 the wider community.

Community Cohesion lies at the heart of what makes a strong and safe community. It must be delivered locally through fostering strong networks based on trust and respect and nurturing a sense of belonging and confidence in local people. The effective delivery of community cohesion also tackles fractures in society which may lead to conflict.

For our school, the community is the children and young people we serve, their parents, carers and families, the staff, governing body and the community users of the school facilities and services. It is also the community in which we are located as well as the wider world.

### Our vision and values

Our vision and values recognise and celebrate the diversity in our society and welcomes the contributions that different groups and individuals have to make. Differences can cause misunderstanding and friction. At Hemingbrough Primary School we are committed to building and promoting cohesion within school and the wider community.

Hemingbrough Primary School provides education for all. We strive to ensure that the culture and ethos of our school reflects the diverse society in which we live, where everyone is equally valued and treats one another with respect and fairness. Children are provided with opportunities to experience, understand and celebrate diversity.

We work towards eliminating discrimination, on the grounds of race, gender, disability, sexuality, age, religion and belief. We believe that all children, staff, governors, 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 group or individual.

### **Aims**

To equip all our children with the skills to live and thrive alongside others from different backgrounds.

To create an environment in which everyone is respected and treated equally.

To provide meaningful opportunities for children to interact with people from different backgrounds and experience different culture and beliefs.

### **Our Practice**

Any schools contribution to Community Cohesion can be grouped under three headings:

#### **Teaching, learning and curriculum**

The quality of teaching and curriculum provision supports high standards, promotes common values and builds children's understanding of the world in which they live, recognising similarities, appreciating different cultures, faiths, ethnicities and backgrounds that surround them.

Opportunities for discussion are integrated across the whole curriculum. We also hold theme days / weeks to support and extend teaching and learning.

#### **We ensure that:**

- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice, discrimination 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'.
- 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.
- An effective voice and 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.
- Our teaching and curriculum provision supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them.

- Assemblies are arranged that involve members of the local and wider community to promote the engagement of learners and shared understanding as well as the school's ethos and values.
- Learners are encouraged to value diversity and to develop a better understanding of society by challenging assumptions.

### **Equity and excellence**

Striving to ensure that all our children achieve their full potential is a clear focus for our school and is an important aspect of promoting Community Cohesion. We are committed to securing high standards and narrowing any gaps between the progress and attainment of children from different backgrounds and their peers.

#### **We will ensure that:**

- The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group.
- We will monitor, record and deal effectively with 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.
- High standards and expectations will be set for all pupils from all ethnic backgrounds and of different socio economic groups.

### **Engagement and ethos**

The school endeavours to promote links that allow children and families to interact in a wide range of contexts.

#### 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 include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils.
- Local engagement through links with community groups and organisations, enabling them to play a role in the school and encouraging pupils to make a positive contribution in the local area.
- 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 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.
- Working closely with PTA group (FAN club)
- 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.

This policy should be read in conjunction with a number of other documents:

- Vision and Values statement
- School aims
- School Development Plan
- Anti bullying policy
- Inclusion policy
- Single Equality Scheme

Date of Policy Adoption / Reviewed	Responsibility / Reviewed by	Revisions Made (Y/N)	Method of Communication	Date of Next Review
Sep 2020	FGB			Sep 2023
Nov 23	FGB	N		Nov 25