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# Holbrook Primary School

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## **Community Cohesion Policy**

### **Introduction**

Community cohesion lies at the heart of what makes a strong and safe community. It must be delivered 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. Effectively delivering community cohesion also tackles the fractures in society which may lead to conflict and ensures that the gains that communities bring are a source of strength to local areas. There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.

### **Our Commitment and Our Values**

At Holbrook Primary School we recognise and celebrate the diversity within our catchment area and school community. We welcome the contributions which different groups and individuals make to the area immediately surrounding the school, the town of Trowbridge and the wider Wiltshire community.

Community cohesion involves aspects of faith, ethnicity and culture

Differences between groups of people can cause misunderstanding and friction. A key commitment of Holbrook Primary School is to build and promote community cohesion within the school and wider community.

We believe 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.

In addition, we believe

- 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.

## **Valuing Diversity**

Holbrook 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 will 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 diversity is a strength; having many different groups, cultures, and faiths in our society makes us stronger.

## **Promoting Community Cohesion.**

Three areas of our work 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 the new duty. The Guidance from DCSF 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 curriculum subjects have direct relevance to promoting community cohesion:

- Religious Education
- PSHE and Citizenship (including SEAL)
- History
- Geography

In addition, our cross curricular work, special events and our promotion of a creative curriculum afford further opportunities to promote community cohesion:

- Healthy Schools
- Black History Month
- Eco- schools
- Locality studies
- International work and the global dimension

Our school’s documents reflect our ethos and help us meet our duty to promote community cohesion. In particular, the following policy documents are important:

- Safe to Learn- Anti- bullying Policy
- Gender Equality Scheme
- Disability Equality Scheme
- Race Equality
- Inclusion
- Promoting Positive Behaviour
- Staff Induction
- New Arrivals Induction
- Home- School Agreement

Our procedures reflect the importance we place on community cohesion:

- System of advocates at teaching staff and governor level
- Access and Inclusion arrangements
- Admissions arrangements
- Evaluating progress/attainment of different groups
- Tackling underperformance
- Monitoring of bullying, discrimination, racial incidents and use of homophobic language

The work of the school council, our promotion of pupil democracy, and our work on pupil voice will all enhance our approach to community cohesion.

## 2. Equity and Excellence

Working 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 believe that we should work with local partners and other organisations. The DCSF guidance states that schools can promote community cohesion through their 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”

## **Monitoring, Evaluation and Reporting**

The headteacher will report annually to governors on the extent to which this policy and any resulting action plan is being effective in promoting community cohesion.

Key actions will form part of the school improvement plan and a report on the progress of this plan will be made at each meeting of the full governing body.

We shall assess the impact of our measures on groups and individuals. The headteacher will report on the findings to governors on an annual basis.

We shall continue to assess the impact of our work on pupil and group progress and evaluate the extent to which groups and individuals from all parts of the community are able to enjoy and achieve.

This policy will be reviewed by the governors in line with their schedule of policy review and adoption.