



Community Cohesion Policy

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Author	SARAH ELLIOTT
Contributors	KATHARINE DODD
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Signed by the Head Teacher	

Document History	
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1. Introduction

At Heather Ridge, we welcome our duty under the Education and Inspections Act 2006, to promote community cohesion.

We aim to build mutual respect through our school ethos, aims and values and take positive steps to promote equality and tolerance. We strive to foster excellent and valued relationships between governors, staff, parents and their children and all agencies, community and local groups.

2. What is community cohesion?

We believe in contributing and working towards a society in which:

- There is a common vision and sense of belonging by all communities
- The diversity of people's background and circumstances is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in schools, in the workplace and in the wider community

3. Community from a school's perspective

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

- The school community: the children that it serves, their parents, carers and families, the school's staff and governing body and community users of the school's facilities and services
- The community within which the school is located: the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the wider locality and local authority within which our school is located
- The UK community: all schools are by definition a part of this community
- The global community: formed by EU and international links

4. Our responsibilities

Governors and staff have a responsibility to prepare our pupils to live and prosper alongside people from many different backgrounds. We need to ensure that we:

- Provide opportunities for interaction between pupils from different backgrounds
- Consider how aspects of our work already supports integration and community harmony
- Continually reflect on what has worked so far, for us and other schools and consider the scope for a more explicit focus on the impact of our activities on community cohesion
- Consider how the duty to promote community cohesion can also contribute to our duty to promote children's well-being through our delivery of the outcomes in frameworks such as The Every Child Matters Agenda and our Prevent Duty

5. How we promote Community Cohesion within school

- Welcoming visitors from different faiths, backgrounds and cultures for a variety of reasons e.g. class talks, assembly presentations, advising staff
- Working closely with the local community centre and Heatherside Church by having visitors from various community groups to interact with the children
- Sharing good practice (INSET, across Surrey, training, moderation)
- Collaboration on projects across Surrey
- Celebrating difference and cultures through our displays

- Encouraging tolerance through our values teaching, weekly assemblies and questions that encourage the children to think and debate

6. With parents and the local and wider community

- Encouraging community groups to use our facilities (hall, field, etc.)
- Open door policy where parents can raise concerns, make suggestions and negotiate outcomes with the school
- Welcoming parents and families to events planned throughout the year
- Supporting parents with difficulties through our close relationships with the Children's Centre and signposting them to support and advice

7. How we approach Community Cohesion

We consider it is vitally important that our pupils experience opportunities to learn with, from and about those from different backgrounds. We achieve this through our approach to:

- Learning and teaching: teaching pupils to understand others, promoting discussion and debate about common values and diversity
- Equity and excellence: removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest possible level
- Engagement and extended services: providing opportunities for children young people and their families to interact with others from different backgrounds

8. Learning and teaching

- Teaching and curriculum provision (RE, PSHE, collective worship, assemblies) supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits, sporting events and meetings with members of different communities
- The teaching of British Values
- Opportunities for children to access our ELSA (Emotional Literacy Support Assistant) to help support their emotional wellbeing
- Support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English Equity and excellence
- A focus on securing high standards of attainment for all pupils irrespective of ethnic background or socio-economic status
- Systematic tracking of pupils' progress in academic subjects and emotional, social and behavioural development
- Providing equal opportunities for all to succeed
- Removal of barriers to access and participation in learning activities and eliminating variations in outcomes for different groups
- Effective policies and practices in place to deal with incidents of prejudice, bullying and harassment
- Adhering to the local authority's admissions policy which ensures no parents are deterred from applying for a school place
- Ensuring that recruitment of staff and staff policies promote community cohesion and social equity
- Analysing and comparing data with other similar data both locally and nationally; this supports our deeper understanding of success and areas for development in the overall field of community cohesion

- Deep partnerships with other schools locally to share good practice and offer opportunities for pupils to meet and learn from other pupils from different backgrounds

9. School to parents and the community

- Working with parents and members of the community by encouraging them to volunteer at the school
- Concerts where parents and families are welcome
- 'Open Afternoon' for parents and families to look around the whole school and for children to share their learning
- Special events that encourage families and the community to come to school, e.g. Parent lunch, Sports Day, Grandparent morning, Red, White and Blue day
- Strong links and multi-agency working between the school and other local agencies
- Provision of wrap-around care and after school clubs
- Engagement with the governing body and PTA through meetings and social events linked to the school

Through our curriculum planning, bringing visitors into the school, making visits, listening to our 'pupil voice', working closely with parents in learning partnerships etc., we enhance the understanding for our pupils about diversity and the society in which we live, thus developing the necessary skills in order for them to become valued and valuable members of the future community in which they live.