Sherburn Primary Community Cohesion Policy

1. Introduction

This policy is a statement of our intent to promote community cohesion within our school community by developing a common vision and a sense of belonging for all who use our school regardless of their background and circumstance.

The principles of this policy apply to all members of our community, which we define under the following four strands:

- The school community
- The local community
- The community of Britain
- The global community

Equality of opportunity underpins all our policies, practice and decision making, whether these are linked to our pupils, staff, the wider community or the delivery of the curriculum. Our core aims demonstrate our commitment to equality, diversity and community cohesion.

We want Sherburn Primary to be a school:
- where there is a shared vision and sense of belonging by all communities
- in which the diversity of people's backgrounds and circumstances is appreciated and valued
- that has a shared vision and a sense of belonging for all within the school and local communities
- where the diversity of people's backgrounds and circumstances is appreciated and positively valued
- that enables people from different backgrounds to have similar expectations and opportunities
- recognises and confronts difficult social issues that may prevent us from performing our duties
- in which strong and positive relationships exist and continue to be developed in the school and in the local and the wider community.

Sherburn Primary contributes towards community cohesion in the following ways:

- **Through Teaching, Learning and Curriculum**

Our curriculum provides opportunities for children to develop understanding, awareness, respect and tolerance towards others. It promotes common values and encourages pupils to value diversity and develop the skills of participation and responsible action. Our PSCHE curriculum addresses the issues highlighted above, alongside assembly time, the wider curriculum and through specific events which celebrate and promote community cohesion and diversity.

- **Through Equity and Excellence**

Regular assessment and progress meetings aim to ensure that all children have equality of opportunity and that potential barriers to access and participation are removed. To ensure equality of opportunity we monitor attainment and achievement through gender, free school meals and special educational needs. Where issues are identified, these are included within the School Improvement Plan. Our behaviour and anti- bullying policy provides an equal and non-biased approach to dealing with bullying, prejudice, discrimination and harassment. Analysis of exclusion and other data enables the school to track particular groups and address any concerns.

- **Through Engagement and Ethos**

We provide a means for children to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Cohesive community links have also been created in the following ways:

- Supporting local village events – fundraising, bulb planting, litter picking…
- Working in close partnership with our local secondary school to improve transition.
- Working in close partnership with Community Support Officers and other agencies.
- Offering a breakfast club.
- Hosting after school activities for children/families from the school community.
- Fundraising for local/global charities
- Visiting areas within the immediate vicinity and further
- Offering work experience placements to students from the local area and to trainee teachers from the wider community of Britain.

- Consulting parents on an annual basis about the activities and services provided/needed.
- Establishing a school council.
- Extensive links with outside organisations.

DEALING WITH INCIDENTS

All forms of discrimination by any person within the school are to be treated seriously. Incidents should be recorded carefully, in line with the school's Behaviour and Anti Bullying Policy and LA guidance 'Preventing Racial Harassment'.

ROLES AND RESPONSIBILITIES

All stakeholders have a responsibility for promoting equality and inclusion in the school community.

School governors are responsible for:

• making sure the school complies with all current equality legislation.
• making sure this policy and its procedures are followed.

The headteacher is responsible for:

• making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it.
• making sure its procedures are followed.
• producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
• making sure all staff know their responsibilities and receive training and support in carrying these out.
• taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

• modeling good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping.
• promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
• keeping up to date with the law on discrimination.

Pupils are responsible for:
• keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include, for example, the anti-bullying policy

MONITORING

This policy will be reviewed on a yearly basis.

Written May 2014

Review   May 2015