

Hillside Primary School



Community Cohesion Policy

Signed by: Chair of Governors

Date: 5th January 2016

Next review date: Spring Term 2018

Statement of Intent

It is our belief that every school, irrespective of its intake and location is responsible for educating young people who will live and work in a country which is diverse. The curriculum of Hillside Primary School promotes the spiritual, moral, cultural, mental and physical (SMCMP) development of all our pupils to prepare them for wider responsibilities, experiences and opportunities in life after they leave our school.

Our duty is to promote community cohesion through eliminating unlawful discrimination, and encouraging equality of opportunity and good relationships between people of different groups.

As migration and economic change alter the shape of our local and national communities, it is more important than ever to support community cohesion. Hillside Primary School is, and will continue to be, an integral part in building a more cohesive society.

This policy supports the work of other school policies such as:

- Safeguarding Children
- Keeping Children Safe in Education
- Equality Diversity and Cohesion Policy and Scheme
- Race Equality
- Disability Equality Duty
- Gender Equality
- British Values
- Prevent Duty
- Anti-Terrorism

To prepare our pupils for living in a diverse and cohesive society, we strive to:

- Encourage the development of pupils' individual identities.
- Encourage positive and open attitudes towards diversity, and the development of the skills, understanding and confidence to challenge prejudice, discrimination and stereotyping.
- Support pupils in becoming active members of society who recognise their rights and responsibilities.
- Ensure they receive a broad and balanced education and succeed in reaching their potential.
- Provide opportunities for positive interaction with people from a variety of backgrounds in the local and wider community.

1. What is community cohesion?

We define 'community cohesion' as working towards a society in which:

- There is a sense of belonging by all communities.
- The diversity of people's backgrounds and circumstances are appreciated and valued.
- Similar life opportunities are available to all.
- Strong and positive relationships exist, and continue to be developed in the workplace, school and wider community.
- Social mobility is encouraged and facilitated.

2. Community from the school's perspective

Hillside Primary School defines 'community' in a number of ways:

- School community – the pupils we serve, their families, and our staff members.
- Our local community – our geographical community, and the people who live and/or work in our area.
- The community of Britain – all schools, by definition, are part of it.
- The global community – formed by the European Union (EU) and international links.

3. Our strategic aims

Hillside Primary School's contribution to community cohesion can be grouped under the following headings:

3.1 Teaching, learning and curriculum

Our teaching and the curriculum provision supports high standards of attainment, promotes common values, and helps pupils understand and value the diversity that surrounds them. Lessons taught across our curriculum provide various opportunities for pupils to develop their understanding and empathy, promote awareness of the rights of individuals, and to develop the teamwork, skills of participation and responsible action.

3.2 Equality and excellence

At Hillside Primary School, there is a focus on securing high standards of attainment for all pupils and removing barriers to learning both in the classroom and in the wider world. Effective procedures exist within our school to tackle prejudice, bullying and harassment. Our admission process promotes community cohesion and social equality.

3.3 Engagement and ethos

Hillside Primary School prides itself in providing opportunities for young people and their families to interact and build positive relationships with people from different backgrounds, including links with different schools and communities locally and nationally, and on a wider basis where possible. Our school works in partnership with the City Learning Trust to support our pupils' education. Engagement with parents through an open-door ethos, parents' evenings, festivals, other celebrations and special assemblies are considered a priority at the school. It is important to involve children in decision-making and the organisation of the school, teaching pupils the importance of participation and making a difference to the school, local community and beyond.

4. How do we contribute to community cohesion?

Hillside Primary School, as well as all others, are responsible for equipping our pupils to live alongside people from many different backgrounds.

Through our existing partnerships in the local and wider community, we support community cohesion to a great extent, and the promotion of community cohesion permeates our aims as outlined in the School Development Plan.

Hillside Primary School ensures:

- Training of staff members and Governors their responsibilities.
- That all staff members are able to promote community cohesion.
- The development of partnerships.
- That the admissions policy reflects the catchment area.
- That all pupils can access the full curriculum.
- That there is equal access to education and training.
- Pupils are heard and can effect change.

4.1 Protecting pupils from extremism and radicalisation

Every school is required by law to teach a broad and balanced curriculum which promotes the SMCMP development of pupils. A part of this is to safeguard against biased or unbalanced teaching and the promotion of partisan political views. Under all circumstances, pupils will be protected from extremism and radicalisation through our Anti-Terrorism Policy.

4.2 Monitoring and evaluation

Performance is monitored by the community cohesion leader throughout the school year, and evidence is collated into folders. Pupils' views are fed back to staff members to constantly improve professional development. The community cohesion leader is the Headteacher.

4.3 School development plan

Our priorities under this policy are in-line with the School Development Plan. Action plans are outlined in the School Development Plan, and the community cohesion leader is responsible for communicating and implementing the action plan.

4.4 Accountability

The Headteacher, the community cohesion leader, is directly responsible for the monitoring and evaluation of the community cohesion curriculum. The primary accountability is to the Governors, Headteacher and senior leadership team (SLT).