

Blenheim Primary School Community Cohesion Promotion Policy

Aims

We recognise and celebrate the diversity within our school and local area. We welcome the contributions which different groups and individuals make to the community. We are committed to building and promoting community cohesion within the school and wider community.

What is community cohesion?

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 valued; 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 in the wider community.

Community from a school's perspective

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

- the school community - the pupils it serves, their families and the school's staff;
- the community within which the school is located - the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- The global community - formed by EU and international links.

How does our school contribute towards community cohesion?

Broadly, schools' contribution to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum - to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence - to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

- Engagement and ethos - to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Teaching, learning and curriculum

We aim to have a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum.

We aim to ensure:

- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping
- 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 our local community and beyond.

Equity and excellence

We aim to continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic groups, ensuring that pupils are treated with respect and supported to achieve their full potential. The school tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group. We ensure we monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others is accompanied by appropriate behaviour and discipline policies. Our school admissions criteria emphasises the importance of admission arrangements that promote community cohesion and social equity.

Engagement and ethos

School to school: We seek to broaden the ways that we work in partnership with other schools. We look locally and further afield and the means of developing the relationship may be through exchange visits, letter writing or through the internet.

We share facilities to provide a means for pupils to interact and promote 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, 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 support service, the police and social care and health professionals.
- Engagement with parents through curriculum evenings, parent and child courses and family liaison work through the use of a PSA.
- 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, including adult and family learning, ICT and English for speakers of other languages (ESOL) classes.

Monitoring, reviewing and assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.