



Community Cohesion

February 2021

**COMMUNITY COHESION
QUEENSGATE FOUNDATION PRIMARY SCHOOL**


Policy Review

This policy is reviewed in full by the Governing Board on a three-yearly basis.

The policy was last reviewed and agreed by the Governing Board on 1st February 2021

It will be reviewed again February 2024

Approved

Signature: 

Head Teacher

Date: 1st February 2021

Signature: 

Chair of the Governing Board

Date: 1st February 2021

Policy control

Date	Amendments / additions	Reason
January 21	Section 5 amended from one to three years	Contradictory to page 1
	Whole policy reformatted	In line with other policies

We believe it is our duty to promote community cohesion as we believe in contributing to a society in which there is a common vision and a sense of belonging by all communities.

We believe community cohesion takes place when everyone in a locality is working towards an equitable society. A society in which there is a common vision, a sense of belonging and in which all people have similar life chances.

We realise we have a key part to play in helping to create a society where the diversity of people's backgrounds and circumstances is appreciated and valued, where life opportunities are available to everyone, and where strong and positive relationships exist in everyone's place of work, in schools and in the wider community.

We acknowledge that today's society is enriched by diversity. We want our children to experience, understand and celebrate diversity. We believe we work hard to provide an education for everyone by ensuring the culture and ethos of the school reflects the diversity of our school community. We want everyone in our school community to feel equally valued and where everyone treats each other with respect and fairness. We want every pupil to achieve as well as they can.

We realise that 'our community' extends beyond the immediate school community and the community in which the school is located, to the UK and global communities. We can extend 'our community' even further to include the local cluster of primary schools that work with the local secondary school and to the schools that are part of our professional learning community.

We believe we can help promote community cohesion through our approach to teaching, learning and the curriculum, equity and excellence, engagement and extended services.

1. Aim

To promote community cohesion in order to contribute to a society in which there is a common vision and a sense of belonging by all communities.

Procedure

2. Role of the Governing Body

The GB has:

- 2.1 the duty with the SLT to promote community cohesion by involving the school personnel and the children;
- 2.2 delegated powers and responsibilities to the Headteacher;
- 2.3 nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the GB;
- 2.4 responsibility for the effective implementation, monitoring and evaluation of this policy

3. Role of the Headteacher

The Headteacher will:

- 3.1 undertake an audit of our existing practice by:
 - considering the nature of our school population and the local community which we serve
 - review the activities within the school, with other schools, with parents, with the local and wider community and with our international partner schools
- 3.2 promote community cohesion through our approach to teaching, learning and the curriculum, equity and excellence, engagement and extended services
- 3.3 monitor and review the effectiveness of this policy

4. Our Approach to Promoting Community Cohesion

We believe we promote community cohesion through our approach to the following:

- 4.1 **Teaching, learning and the curriculum** by striving for high standards of attainment, promoting common values and building pupils' understanding of the diversity that surrounds them. We want all lessons across the curriculum to promote common values and help pupils to value differences and challenge prejudice and stereotyping. We want to enrich pupils understanding of common diversity through educational visits and meeting with people from different communities.
- 4.2 **Equity and excellence** by securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status. We have in place effective approaches to deal with incidents of prejudice, bullying and harassment. Our admissions arrangements promote diversity and social equity. We welcome parents from every social and economic group.
- 4.3 **Engagement and extended services** by providing the opportunities for our pupils to meet and learn from children from different backgrounds. We encourage strong working links with multi-agencies such as family support workers, social care and health professionals and the police. We actively take part in a variety of local community activities.

5. Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every three years, or when the need arises, and the necessary recommendations for improvement will be made to the governors