

GREENSLADE PRIMARY SCHOOL

COMMUNITY COHESION POLICY

1. INTRODUCTION

- **This document** is a statement of the aims, principles and approaches taken to Community Cohesion at Greenslade School.
- **This Policy was developed** in the Spring of 2013.
- **It will be next reviewed** in Spring 2018 or as required.

2. PURPOSE OF THE POLICY

Through this policy the Governors explain the key part that Greenslade Primary School has to play in promoting community cohesion.

3. DEFINITION OF COMMUNITY COHESION

Community Cohesion is defined in the document "Duty to Promote Community Cohesion – Final Guidance for Schools" (F Mignioulo, 14/08/07) as follows:-

Community cohesion is about working towards a society in which:-

- there is a **common vision** and **sense of belonging** by all communities;
- the diversity of people's backgrounds 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.

Community from a school's perspective

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

- the school community – the children and young people 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 and work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located;
- the UK community* - all schools are by definition part of this community; and
- the global community – formed by EU and international links.

In addition, schools themselves create communities – for example, historical partnerships formed with members of the Plumstead Common Cluster of primary schools and secondary schools created ties that are still strong.

4. APPROACHES TAKEN AT GREENSLADE PRIMARY SCHOOL

Our school, due to the nature of its location, serves a mixed multicultural and socio-economic population. We give our pupils 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; high quality resources reflecting communities across the world;
- **equity and excellence:** removing barriers to access and participation, offering equal opportunities to all our pupils to succeed at the highest level possible;
- **engagement and extended services:** providing opportunities for children, young people and their families to interact with others from different backgrounds.

Learning and teaching

- teaching and curriculum provision that 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 fieldwork, visits, and meetings with members of different communities;
- 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;
- 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;
- ensuring that admissions policy and practice do not deter parents from particular communities from applying.

Engagement and extended services

School to school:

- partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds;
- links developing in our practice require further embedding so that they become grounded into the curriculum, with pupils working together on joint projects or activities, e.g. 'Sing Up', 'Beat Bullying', together with local cluster secondary transition work;
- working with members of the community by encouraging them to visit school to work with pupils; we are beginning to develop this aspect of our work with faith groups, OAPs, and business partnerships.
- 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 e.g. open days, curriculum evenings, parent and child courses and events;
- provision of extended services and community use of facilities for activities that take place out of school hours, including adult and family learning;
- engagement with the governing body and 'Friends of the School' through meetings and social events linked to the school.

5. IDENTIFIED ISSUES FOR OUR SCHOOL

Currently identified issues in our area are:

- homophobia
- anti-Islamist attitudes
- local drug culture
- local gang culture.

6. MONITORING THIS POLICY

The Headteacher will monitor the application of this Policy and take appropriate steps to ensure its effective application and any issues arising will be raised on the School Action Plan and tracked accordingly.

*The duty to promote community cohesion applies to maintained schools in England only. However, the UK is referenced here given the scope of citizenship education and work between schools across the UK.