

Halstead CP School

Community Cohesion Policy



Reviewed and approved by the Full Governing Body
Patricia Dunmall (Chair of Governors)
Signed :

Mr Hawkins (Headteacher)

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COMMUNITY COHESION POLICY

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COMMUNITY COHESION POLICY

Halstead Community Primary School

1. INTRODUCTION

- This document is a statement of the aims, principles and approaches taken to Community Cohesion at Halstead Community Primary School.
- This Policy was developed in Summer 2008 through a process of consultation with staff, pupils and governors.

2. PURPOSE OF THE POLICY

This Policy recognises the key part that schools have to play in promoting community cohesion and clarifies the approaches at Halstead Community Primary School.

3. 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 community¹.

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 or 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**² - 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.

4. APPROACHES TAKEN AT HALSTEAD COMMUNITY PRIMARY SCHOOL

Our school serves a multi-cultural population. It is important, therefore, to give our pupils opportunities to learn with, from and about those from different backgrounds. We achieve this through our approach to

- **teaching and learning:** teaching pupils to understand others, promoting discussion and debate about common values and diversity.
- **equity and excellence:** removing barriers to access and participation, offering equal opportunities to all their pupils to succeed at the highest level possible

¹ Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association's definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cantle Report in 2001.

² 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.

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- **engagement and ethos:** providing opportunities for children, young people and their families to interact with others from different backgrounds.

4.1. Teaching and learning

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.

4.2. Equity and excellence

A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status

Effective approaches in place to deal with incidents of prejudice, bullying and harassment

Admission arrangements that promote community cohesion and social equity.

4.3. Engagement and ethos

4.3.1. 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 built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity

4.3.2. School to parents and the community:

Working with community representatives, for example through mentoring schemes or bringing community representatives into school to work with pupils

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 coffee mornings, curriculum evenings, parent and child courses

Provision of extended services and community use of facilities for activities that take place out of school hours, including adult and family learning.

5. MONITORING THIS POLICY

The Headteacher will monitor the application of this Policy and take appropriate steps to ensure that it is operating effectively.