



# **GOODMAYES PRIMARY SCHOOL**

## **COMMUNITY COHESION POLICY**

**Agreed by Governors:**      **Spring Term 2023**

**Review Date:**                **Spring Term 2025**

**Inclusion Governors:**

Andrew Garland

*A. K. Garland*

Millie Davis

*[Signature]*

**Interim Headteacher:**

*[Signature]*



# **Community Cohesion Policy**

## **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 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 the wider community. In line with government requirements in the 2011 Prevent Strategy (revised updated Prevent guidance 1<sup>st</sup> April 2021) we aim to actively promote and embed the British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect with particular regard to the protected characteristics set out in the Equality Act 2010 (see Equalities Policy)
- tolerance of different faiths and beliefs (see Equalities Policy)

We will challenge any pupils, staff or parents expressing opinions contrary to fundamental British values.

## **1 Introduction**

**1.1** The curriculum of our school aims to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare our pupils for the opportunities, responsibilities and experiences of later life. It is appropriately broad and balanced to help prepare pupils for life in modern Britain, as well as global citizens.

**1.2** We already consider this part of our role and already work in ways which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that our school plays a full part in promoting community cohesion. Our school is a thriving, cohesive community, which has a vital part to play in building a more cohesive society. We encourage opportunities where we can work with our local community to build positive links, value our pupils' backgrounds and celebrate their existing cultural capital.

**1.3** Whilst our school is characterised by ethnic, cultural, faith and linguistic diversity, we still have a responsibility to ensure that our children learn about an even wider cultural and community heritage, especially the wider community of Ilford, the UK and the global community.

**1.4** We wish to show that through our ethos and curriculum our school can promote a common sense of identity and support diversity, showing our pupils how different communities can be united by common experiences and values and we will seek out such common experiences.

- 1.5** We believe that it is the duty of our school to address issues of ‘how we live together’ and ‘dealing with difference’, however controversial and difficult they might sometimes seem. We also need to work in partnership with the local community, the Local Authority and the Police to ensure that our pupils are appropriately informed and kept safe. This includes delivering the Relationship and Health Education programme, statutory from September 2021; using guidance from the Local Authority, to keep our parent community well informed about the programme, it’s content and how it will be delivered.

## **2 Community from our school’s perspective**

- 2.1** For our school, the term ‘community’ has a number of dimensions including:

- the school community – the pupils it serves, and their roles within the school, 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 international links.

In addition, schools themselves create communities – for example, the networks formed by schools in development groups.

## **3 What do we need to consider in promoting community cohesion?**

- 3.1** We need to consider what activities already take place within our school and what might be arranged in cooperation with other schools and our partnerships and links in the wider community, to serve both pupils and the communities in which they live.

### **3.2 Teaching, learning and curriculum**

We aim to provide:

- lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping;
- lessons and activities that promote the spiritual, moral, social and cultural development of pupils, for pupils to discuss issues of identity and diversity and what it means ‘to live together in the UK’;
- 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 their local community and beyond;
- understanding of citizenship and how this develops their role in society and builds community cohesion, locally, nationally and globally;
- opportunities for discussing issues of identity and diversity across the curriculum;

- recognise existing 'cultural capital' and identify opportunities to promote this, within the school curriculum and through enrichment activities, outside of the school environment;
- a broad and balanced curriculum that builds pupil's character through: providing all members of our School community with an understanding of our aims and outcomes for pupils, developing pupil's sense of pride and belonging through celebration and recognition of their achievements, building resilience and confidence through carefully planned learning opportunities, delivering a challenging and ambitious curriculum for all pupils and promoting positive behaviour rooted in mutual respect for all;
- participation in local and national events that promote identity and an international dimension to our curriculum planning and delivery;
- identify local and wider issues that can be used to promote the sense of community of the school, e.g. traffic flow in the vicinity of the school, international disasters, etc.
- a curriculum that has been developed to reflect the contributions and achievements of different ethnicities so that children can see their communities reflected in shaping society.

## **4 Equity and Excellence**

- 4.1** Our school has a commitment to securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status, ensuring that pupils are treated with respect and supported to build on their individual starting points and achieve their full potential.
- 4.2** The school tracking systems will enable us to evaluate progress of different groups and to tackle underperformance by any particular group, ensuring equality in access of learning and progress for all.
- 4.3** Our school will monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.
- 4.4** Our school admissions criteria emphasise the importance of admission arrangements that promote community cohesion and social equity.

## **5 Engagement and Ethos**

- 5.1** We seek to broaden the ways that we work in partnership with other schools. We look either locally or further field and the means of developing the relationship may be through exchange visits or more likely through the internet. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama. Good partnership activities with the local and wider community will 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 police and social care and health professionals.

- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses, projects that focus on developing parents' knowledge of the English language and culture and family liaison work.
- 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.

## **5.2 The area in which the school is located**

- We have strong links with our local Police Community Liaison Officer.
- Working with community representatives, for example bringing community representatives into school to work with pupils i.e. local religious leaders attending assemblies, discussing the different ways people worship.
- Strong links and multi-agency working practice developed between the school and other local agencies e.g. The Christian Education Project
- Engagement with parents through coffee mornings, curriculum evenings, assemblies, workshops, curriculum events, parent and child courses and day- to-day interaction at the school gates and playgrounds.
- Provision of extended services and community use of facilities for activities that take place in and out of school hours e.g. sports, adult and family learning, information and communications technology, English classes for speakers of other languages (ESOL).
- We have developed strong links with Mayfield Secondary School. This has been invaluable for transition to secondary for our year six pupils.
- We are aware of some of the tensions that may exist between different communities (due to political or cultural points of view) and will support staff to recognize this in order to address any incidents.

## **5.3 The UK community**

- Curriculum in place for children to take into account how different communities may live e.g. rural, suburban, urban through visits to other areas
- Giving children experiences through visits and residential trips to differing areas and communities e.g. Essex Outdoor Educational Centre
- Ensuring that children are aware of national and local events that affect people's lives
- Learning about how different communities celebrate different festivals within Britain, e.g. Eid-ul-Adha, Ramadan, Eid-ul-Fitr, Diwali, Chinese New Year, Christmas, Harvest, Passover, Baisakhi, Black History
- We prepare our pupils for active Citizenship in the school and community through active charity fundraising, participating in local community and national events e.g. 'Show Racism the Red Card'.

## **5.4 The global community**

- Links established locally and also International Links
- Children raise funds to support the homeless locally, children's hospitals, NSPCC and people in disaster zones
- Geography curriculum informs children of worldwide ways of living
- Charity events set up to support children around the world; children learn why they are raising funds e.g. Children in Need, Red Nose Day,

- MacMillan Cancer Research
- Celebrating Diversity events
- School topics that celebrate the diversity of communities in our school
- Assemblies to raise awareness of forced migration, e.g. “Refugee Week”

## **6 The Role of Governors**

**6.1** Our Governing Board is legally responsible for ensuring the promotion of social cohesions and the Headteacher is responsible for ensuring that the duties are fulfilled within school.

**6.2** On a regular basis our governors will consider:

- The school’s impact on the community i.e. is the school exacerbating divisions or challenging them and breaking them down?
- How our school uses its own data around bullying and racist incidents to inform provision and school development
- Whether we serve the wider community and help bring pupils and parents together
- How representative our Governing Board is of the local community and pupils’ backgrounds
- What our school can do to create an ethos of inclusion in which divisions and intolerance of others is unacceptable
- How our school actively promotes understanding and dialogue between different groups; do we work in partnership with community and faith leaders?
- Any social problems which might impact adversely upon the school and how we have sought to engage key partners
- Whether we have accessed support and good practice from within the Local Authority to promote social cohesion and what additional support is available

## **7 Links with other school policies:**

- **Equality and Diversity**
- **Race Equality**
- **English as an Additional Language**
- **Citizenship**
- **Religious Education**
- **Anti-Bullying**
- **RSHE**

## **8 Our network of partners in this area of school life includes:**

- The Police through the Community Liaison Officer
- Community Safety Partnership
- Christian Education Project
- The local Gurdwara
- The local Mosques
- The local Synagogue
- Partnership with the local Church
- The local Secondary feeder schools
- Al Noor Muslim Primary School

- Local school Cluster Group
- Local Authority network group (School's Partnership Group)
- Cross borough network group

## **9 Monitoring**

- 9.1** The school staff and governors will regularly review activity under the key headings above to ensure that this is further developed and refined. Evidence of social cohesion activity will be kept on file.
- 9.2** This policy will be reviewed **Spring Term 2025** or earlier if necessary.

**Policy Agreed: Spring Term 2023**  
**Review Date: Spring Term 2025**