



Community Cohesion Policy

Mission Grove Primary School

This Policy has been written for and adopted by the Governing Body of Mission Grove Primary School.

VISION STATEMENT

For the children at Mission Grove to become well rounded individuals who have drive, passion and the confidence to do their best. Who leave with the skills to succeed and flourish in life. Staff have high expectations of themselves and others and are reflective practitioners. Mission Grove provides security, opportunities and enjoyment for all.

Approved by Governing Body

Date: January 2018

COMMUNITY COHESION POLICY

Community Cohesion Policy

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006.

Introduction

The teaching, learning, curriculum and values at Mission Grove Primary promote the Spiritual, Moral, Social and Cultural (SMSC) development of our pupils and prepare them for opportunities, responsibilities and experiences for later in life.

Aims and Objectives

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.

At Mission Grove the term 'community' has many dimensions including:

- The **school** community – the pupils it serves, their families and the school staff;
- The **community within which the school is located** – the schools geographical community and the people who live or work there;
- The **community of Britain**- all school are by definition part of this community;
- The **global community** – formed by international links

Three strategic areas

Our strategy for securing good community cohesion focuses on three areas

1. Teaching and learning
2. Equity and excellence
3. Engagement and ethos

Teaching and Learning

At Mission Grove we focus on quality first teaching, an engaging and vibrant curriculum that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them. We recognise similarities within faiths, cultures, ethnicities and socio-economic backgrounds and appreciate the differences between them. We give opportunities for considering and learning about issues of identity and diversity.

Some of the strategies we use are:

- Creative curriculum, learning through all subjects to promote common values and help pupils to value differences and to challenge prejudice and stereotyping ;
- Trips, visits and meetings with members of different communities
- Appropriate support to enable all pupils to access all provision and achieve at the highest possible standard;
- A strong pupil voice to facilitate participation in the organisation and governance of the school;
- Extended services provided and accessible to all;
- Promoting the fundamental **British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Equity and Excellence

We continue to focus on 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 achieve their full potential. An assessment tracking system enables to evaluate the progress of different groups and individuals, and to tackle under performance.

Although instances of prejudice, bullying and harassment are extremely rare, we continue to monitor this to ensure pupils from particular groups are not more likely to be excluded or disciplined than others. This is supported by an effective positive behaviour policy. Our school admissions criteria emphasise the importance of admissions arrangements that promote community cohesion and social equity.

Mission Grove has:

- A clear focus on securing high standards of achievement and attainment for all pupils;
- A rigorous tracking system , enabling any underperformance to be addressed;
- Intervention strategies in place to target underperforming groups or individuals;
- An equalities policy is implemented to ensure equal opportunities for all;
- Effective procedures to deal with incidents of prejudice, bullying or harassment and this is monitored by governors;
- An admissions policy which helps promote social equality for all pupils;
- High expectations of behaviour to ensure all pupils enjoy school, love learning and achieve according to their own potential.

Engagement and Ethos

An important strategy we have for promoting community cohesion is to engage with groups within the school and local community, across Britain and internationally. We believe this engagement strengthens our understanding of, and ability to value, diversity and help us build strong and positive relationships which we see as the starting point for a harmonious society. We seek to broaden the ways that we work in partnership with others.

The School Community –

- Our values and aims affirm our commitment to community cohesion and are shared regularly with key stakeholders;
- The school council and pupil advocates are provided with opportunities to advise the school on community cohesion matters;
- Parents and family members are invited and welcomed to share their experiences of living in different communities;
- We monitor the uptake of extended services and parental engagement with the school.

The area which the school is located-

- Promoting engagement with parents through coffee mornings, curriculum evenings, parenting courses, stay and play sessions and more;
- Pupils involved in local community projects annually, E17 art project for example;
- Maintain strong links with local agencies, such as the local police, social care, fire brigade;
- Working with community leaders to enhance children’s experiences.

The UK Community –

- Opportunities to look at contrasting communities throughout Britain rural, suburban, urban through trips and lessons;

- Awareness of national events through lessons and assemblies to help pupils become aware of what affects people's lives in Britain;
- Participation in national events linked to British Heritage , these include charity events such as Comic Relief and Remembrance Sunday;
- A curriculum that ensures that children learn how different communities celebrate different festivals.

The Global Community-

- We focus on world-wide events such as the Olympics, international conflict;
- Participation in international charity events to help foster a more global community.

The Role of Governors

Our Governing Body is legally responsible for ensuring the promotion of social cohesions and the Head Teacher is responsible for ensuring that the duties are fulfilled within the school.

On a regular basis the Governors will consider:

- How well we identify what needs to be done to promote community cohesion;
- How we promote the engagement of all pupils in the community, including hard to reach groups;
- How effective we are in contributing to the local community, UK community and Global Community
- How we look at British Values and SMSC.

Monitoring and review

The staff and Governors will regularly review activity under the key headings above to ensure that this is further developed and refined. The 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 the positive behaviour policy.