



'BE THE BEST YOU CAN BE!'

COMMUNITY COHESION Policy

Lead person responsible:
Mr C Best & Ms Y D'souza

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Review Date: November 2024

Rationale

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

Equal Opportunities

At Roe Green Junior School equal opportunities plays an integral part in all aspects of teaching and learning in school. We acknowledge the important role that all parts of the community play in developing an understanding of issues such as racism, inequality and of struggles for equal rights and justice. We take care to ensure that stereotypes in terms of race, gender, sexuality, disability and class are actively challenged.

Aims

- By community cohesion we mean working towards a society in which there is a common vision and sense of belonging by all communities
- For children to become part of a society in which the diversity of people's backgrounds and circumstances is appreciated and valued
- We strive for children to have real and positive relationships with people from different backgrounds, and feel part of a community, at a local, national and international level. We have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups
- We teach children to understand others, value diversity, apply and defend human rights and develop skills in participation and responsible action
- We support children to work to their potential and succeed at the highest level possible, with no barriers to access or participation in learning
- We aim to develop a society in which similar life opportunities are available to all; a society in which strong and positive relationships exist and continue to be developed in school, the workplace, and in the wider community
- We aim to embed community cohesion within the curriculum so that it enriches and is enriched by other areas of learning.

Community from a school's perspective

Schools have a strategic role in not only promoting cohesive communities and removing barriers but in preventing or limiting damage to those community relations.

For schools, the term 'community' has the following dimensions:

The school community

- The children and young people it serves, their parents, carers and families, the school staff and governing body and the community users of the school's facilities and services.

The community in which the school is located

- The school in its geographical community and 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 the school is located.

The UK community

- All schools are by definition part of this community.

The global community

- Formed by international links.

Provision

Through the entire curriculum; schools can promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences.

Through our school ethos children learn with, from and about those from different backgrounds. Our school serves a diverse community and all staff work hard to ensure all members of the school community feel valued and respected as we work towards a common goal.

By providing extended services for the local community the school actively encourages and promotes a variety of partnership arrangements through:

School to school partnerships

- We have close links with Kingsbury High school and we are part of Kingsbury School Together, a collaboration of schools working together to best serve our community.

School to the community

- We have strong links to our community. There are regular visits to the local library, and local places of interest. Pupils have a positive involvement and contribution to the local community through the School Council. Our governing body includes community governors.

Engagement with parents

- In addition to two Parent's evenings we always welcome parents/carers to meet teachers and discuss any issues, we run Maths and Reading workshops for parents and carers, we have multi-faith assemblies and celebratory events. In addition, we have parent governors who form part of our Governing Body.

Extended services by opening up facilities to the wider community

- Our dining hall is available for private hire, sports clubs during lunchtime and after school.

Approach and Delivery

Community Cohesion is taught and discussed across the curriculum. We teach pupils to; understand others, promoting discussion and debate about common values and diversity.

At Roe Green we aim to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within the school. The school fully understands its role in promoting shared values and encouraging their pupils to actively engage with others to understand what they all hold in common.

Community Cohesion is taught through the whole curriculum but has many elements taught through the PSHCE, R.E., English, and Humanities.

We strive to ensure that all those involved in education in our school have a clear understanding of the Community Cohesion agenda at all stages; the non-discriminatory attitudes and values to be developed in children through the educational opportunities and experiences offered.

Planning and Content

Our curriculum allows many opportunities to recognise similarities and appreciate different cultures, religions or beliefs, ethnicities and socio-economic backgrounds. We have high expectations of success, with all pupils expected and encouraged by teachers and support staff to achieve their potential. Opportunities for discussing issues of identity and diversity are integrated across the curriculum.

Assessment

Through rigorous tracking and scrutiny of pupil performance, we tackle underperformance by any particular individual or group and then address the issue through our range of tailored intervention programmes.

Resources

Our Anti-bullying, Equality, and Harassment policies deal with incidents of prejudice, discrimination, bullying and harassment. These are available on our School website.

Community Governors

Our school governing body is legally responsible for ensuring that the school meets the duty to promote community cohesion, with the head teacher taking responsibility for operational management. Our governors play a key role in supporting the school as it improves its effectiveness in promoting community cohesion