

Earlsfield Primary School

Community Cohesion Policy



This statement is written in accordance with our Equality and Diversity Policy.

At Earlsfield Primary School there is an ongoing commitment to promoting equality and working in partnership with the local community as part of our mission statement.

Aim

By Community Cohesion the school means working together towards a society in which there is a common vision and sense of belonging by all the communities: a society in which the diversity of the peoples' backgrounds and circumstances are appreciated and valued; a society in which similar 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 community.

Organisation

We work together with our local community to build community cohesion, promoting equality of opportunity and inclusion for different groups of children within the school. We encourage pupils to actively engage with others to understand what the values and beliefs they have in common

Our activity to promote community cohesion can be grouped under the following headings:

- ✚ Teaching and Learning
- ✚ Equality and Excellence
- ✚ Engagement and Extended Services
- ✚ Staff and Governors

Teaching and Learning

- ✚ Lessons across the schools' curriculum promote common values and help pupils to value differences and challenge prejudice e.g. in RE, SEAL, PSHE, Geography and history topics, becoming a UNICEF Rights Respecting School and also to understand diversity within the UK and the wider world.
- ✚ The appeals to raise funds and/or gifts for the NSPCC, an educational institution in a South African Township and other charities.
- ✚ Other curriculum links promote cohesiveness, improving our local area, linking with a school in Malawi, comparing and contrasting of places in the UK.
- ✚ A networked computer system with internet access that pupils regularly use to support their learning.

- ✚ 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.
- ✚ There is considerable support for pupils for whom English is an additional language to enable those pupils to achieve at the highest possible level.

Equality and Excellence

- ✚ The school ethos and Statement of Beliefs is underpinned through assemblies, collective thoughts and teachers acting as role models.
- ✚ Working towards accreditation as a 'Rights Respecting School.'
- ✚ Parent/s Annual Survey gives strong feedback to the work of the school in improving our learning environment: caring, nurturing, calm, happy place for their children to be.
- ✚ A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status through data analysis and personalised provision.
- ✚ Effective approaches in place to deal with incidents of prejudice, bullying and harassment, such as playground friends, school council work on play provision.
- ✚ The schools admission arrangements are fair and transparent.

Engagement and Extended Services

- ✚ An enthusiastic PTA that organises events for the parent and pupil bodies throughout the year.
- ✚ The established Breakfast Club for working parents and After School Care established by WBC.
- ✚ 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.
- ✚ Link with extended services and other community groups to allow for planned opening of the school site to the local community so that they can take part in activities and receive services.

Staff

- ✚ All staff are required to support a cohesive ethos where shared values promoted. To deal with prejudice, identify and challenge bias and support pupils who have recently enrolled at the school or have special educational needs.

The Role of the Governors

The Governing Body has a statutory duty to ensure that the aims of this statement and the requirements of the policies listed overleaf are complied with by staff, pupils and parents.

The Governors will support the Headteacher and may consult with parents, pupils and local community representatives to ensure that the Community Cohesion Statement is maintained and if necessary modified.

Monitoring and Review

The School and the Governors undertake the monitoring of this statement. Precise evaluations of the statement will be through the Community Cohesion Action plan.

Signed:

Date:

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| Approved – Autumn Term 2009 | (Date) |
| Committee - Curriculum | |
| Review – Autumn Term 2012 | (Date) |