

Fellside Community Primary School **Community Cohesion Policy**

Our Mission Statement:

We provide an inspiring, caring environment, in which we are all challenged to maximise our potential.

Legal Duties

We understand and welcome our duties under the following:

- the Race Relations 1976 as amended by the Race Relations Amendment Act 2000
- the Disability Discrimination Acts 1995 and 2005
- the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

Rationale

Community Cohesion means working towards a society in which there is a common vision and sense of belonging by all communities.

At Fellside Community Primary School, we believe that we are responsible for equipping our pupils to live and thrive alongside people from many different backgrounds.

We believe this is achieved by ensuring;

- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

We provide education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

We work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all pupils, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

We all believe...

- Diversity is strength; having many different groups, cultures, and faiths in our society makes us stronger.
- We should work for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society.
- The different groups, cultures, faiths and ages in our society will benefit from meeting each other, listening to one another, and gaining a better understanding of each other.
- We must work to overcome disadvantage as it is a major barrier between communities, especially where it is experienced more by one group than another.
- Racism and prejudice undermine community cohesion and must be confronted.
- Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion.

Community from Fellside's perspective

For our school perspective, the term 'community' has a number of dimensions including:

- the school community – the pupils we serve, their families and the school's staff
- the community within which the school is located – the school in its geographical community of Whickham, Gateshead, North East England and the people who live or work in this area
- the community of Britain - all schools are part of this community
- the global community – formed by EU and international links.

In addition, as a school, we create our own communities – for example, the networks formed by school partnerships and cluster meetings.

Promoting Community Cohesion

Here at Fellside we look for opportunities to promote Community Cohesion in as many ways as possible.

1. Community Cohesion as part of Teaching, learning and curriculum

As an effective school we have high standards of teaching and our curriculum provision supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity are integrated across the curriculum.

We ensure:

- Curriculum based activities enrich children's understanding of community and diversity through visits and meetings with members of different communities, e.g. visits to places of worship and religious leaders and parents/carers from different religious backgrounds coming in to school to support curriculum delivery.
- Assemblies involve members of the local and wider community and promote the engagement of learners and shared understanding as well as the school's ethos and values.
- The school community nominates and raises money for a local, national and international charity each year.
- Assemblies and curriculum activities develop children's understanding of these charities and of the people/societies they support.

2. Equity and excellence

We ensure:

- All children are treated with respect and supported to achieve their full potential through the careful deployment of resources and staffing. The school tracking system enables us to evaluate progress of different groups and to tackle underperformance by any particular group.
- Through our Behaviour and Anti-Bullying policies, incidents of bullying, harassment and prejudice are carefully monitored and dealt with thoroughly.

- The Local Authority admission arrangements which promote community cohesion and social equity are adhered to. (refer to LA Admissions Policy)

3. **Engagement and ethos**

School to school: We seek to broaden the ways that we work in partnership with other schools.

Sharing facilities provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

We have partnerships with Primary Schools and the Comprehensive School in our locality which allows children to learn about children in similar circumstances. We aim extend these links nationally and internationally to enable our children to learn from children from very different backgrounds.

We regularly take part in sporting and singing/drama activities involving other schools, providing opportunities for children to interact.

We have been awarded the International school award on the efforts we have already made in school to link us to the wider community.

We are developing links with a Primary School in China in a similar circumstance and locality to us and also with a school in Tanzania who are in very different circumstance to us.

School to parents and the community: We have good partnership activities with the local and wider community. These 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 youth support service, the police and social care and health professionals.
- Engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family liaison work.
- Provision of extended services.
- Active parent association – Friends of Fellside

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Deputy Headteacher has day-to-day responsibility for co-ordinating implementation of the policy.

All staff:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Monitoring and evaluation

The school staff and governors will regularly review activity under the key headings above to ensure that this is further developed and refined.

We collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender appropriate to our school.

To review good practice we monitor planning and amend practice.

Links with other school policies:

- Single Equality Policy and Scheme
- PSHCE and Citizenship
- Religious Education
- Anti-Bullying

Our network of partners in this area of school life includes:

- The Police through the Community Liaison Officer
- Vicar of the local Church
- Leaders from communities within Gateshead

Websites of interest

www.ofsted.org.uk

www.schoolsnetwork.org.uk

www.everychildmatters.gov.uk/ete/extendedschools

www.teachernet.gov.uk/extendedschools

This policy will be reviewed every 2 years.