



Holland Moor Primary School



Community Cohesion Statement and Policy

Background:

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted to report on the contributions made in this area. The duty on schools came into effect from 1st September 2007 and the duty on Ofsted commenced in September 2008.

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 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 in the workplace, in schools and in the wider community.

Holland Moor Primary School has a key part to play in promoting community cohesion through our approach to:

- **Teaching and learning:** teaching pupils to understand others, promoting discussion and debate about common values and diversity.
- **Equity and excellence:** removing barriers to access and participation, offering equal opportunities to all pupils to succeed at the highest level possible.
- **Engagement and ethos:** providing opportunities for children, young people and their families to interact with others from different backgrounds.

How we promote community cohesion

Our school's approach reflects the nature of the school's population and the community it serves. This is done through a clear understanding of the community in which the school is situated and the backgrounds of our families. We recognise that our school community has very limited access to the many ethnic minority groups which make up modern Britain. We are very aware of the increased demands this makes of our work in this area to ensure that our pupils have the necessary experience and knowledge to understand and appreciate different ethnic, faith and economic backgrounds.

Our approach includes a range of activities:

- Within the school
- With other schools
- With parents and the local and wider community.

This is done through the following me

Teaching and learning

- Teaching and curriculum provision that supports high standards of attainment, promotes common values; and builds pupils' understanding of the diversity that surrounds them.
- Lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping.
- 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.



- Support for pupils for whom English is an additional language [whenever necessary] to enable them to achieve at the highest possible level in English.

Equity and excellence

- A focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status.
- Effective approaches in place to deal with incidents of prejudice, bullying and harassment.
- Admission arrangements that promote community cohesion and social equity.

Engagement and ethos

School to school:

- Partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds.
- Links built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity
- Share use of facilities to provide a means for pupils to interact.

School to parents and the community:

- Working with community representatives, for example, through 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.
- Engagement with parents through coffee mornings and curriculum evenings.
- Provision of extended services and community use of facilities for activities that take place out of school hours.

Responsibilities

All staff, as representatives of the school, have a responsibility to promote community cohesion through their work and the service they offer to the children and families of the school and wider community.

The headteacher is responsible for ensuring that all staff are aware of the community cohesion statement and reviews the impact of activities undertaken to enhance work in this area. The headteacher will report to the governing body routinely on matters relating to community cohesion, including incidents of prejudice, bullying and harassment and actions taken to prevent such occurrences.