

Orleans Primary School

Community Cohesion Policy



Governor's Committee Responsible	P, C&C
Status	Non-Statutory
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Date written/last review	March 2022
Date of next review	March 2025

Signature of the Head teacher:

Date:

Signature of the Chair of Personnel Committee:

Date:

ORLEANS PRIMARY SCHOOL - COMMUNITY COHESION POLICY

This should be read in conjunction with our SMSC Policy, PSHE Policy and Single Equalities Policy.

Introduction - The broad and balanced curriculum of Orleans Primary School aims to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences of later life.

Through the Community Cohesion Policy aims, the Single Equality Policy and Vision Statement Orleans Primary School aims to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; age; religion or belief; sexual orientation; because of pregnancy / maternity; or because of a gender reassignment.

At Orleans Primary School we wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values. We aim to provide pupils with the cultural capital – in the form of knowledge, skills and experiences which they will benefit from as they move through the next stage of the education and into their adult life.

We believe that it is our duty to address issues of 'how we live together' and to promote respect for others cultures and beliefs and to join with others on a local, community and global level.

Vision

- We aim to provide a welcoming environment, ensuring all members of the community feel safe and secure at Orleans Primary School.
- We strive to provide exciting and enriching opportunities, across the curriculum, for pupils to develop their understanding of school, local and global community
- We actively encourage the participation of parents and members of the wider community
- We will work towards strengthening our links with local schools and creating new opportunities to work with a greater range of educational settings.

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.

By Community we mean:

- the school community – the pupils it serves, their families and the school's staff;
- the community within which the school is located – the school within the community of St Margaret's and the people who live or work in the locality;
- the community of Britain – all schools are by definition part of this community;
- the global community – formed by international links.

At Orleans Primary School we consider ourselves responsible, alongside parents/carers, for equipping our pupils to become aware of and live and thrive alongside people from many different backgrounds.

Through teaching, learning and a creative curriculum - we help pupils to understand others, to promote shared values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

By equity and excellence – we ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and employment and wider activities (and eliminating variations in outcomes for different groups).

By engagement and ethos – we provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Orleans Primary School aims to ensure the quality of teaching and curriculum provision that 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 will be integrated across the creative curriculum.

British Values

We promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

Our PSHE and SMSC lessons encapsulate the requirements of the DFE for all schools 'to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.'

Our children participate in class discussions and agree the charter for their classroom at the beginning of each academic year. Our school behaviour policy was designed by the Senior Leadership Team to instil responsibility and choice/decision making within the children. Our curriculum is updated when new developments arise in the wider world that may have an effect on our setting. For example in Year Six a series of lessons has been introduced to raise awareness of the issue of FGM.

Teaching, Learning and Curriculum

A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.

Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.

An effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Orleans Primary School will continue to focus on securing high standards of attainment for all pupils including those from ethnic backgrounds and of different socio-economic

statuses, ensuring that all pupils are treated with respect and supported to achieve their full potential.

The school tracking systems will enable us to evaluate progress of different groups and to tackle performance by any particular group.

We shall seek to broaden the ways that we work in partnership with other schools, both locally and further afield. This relationship may be developed through visits, mailing or the internet.

Sharing facilities also provide a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and art and the creative curriculum.

Good partnership activities with the local and wider community include:

Working together with community representatives, for example through bringing community representatives into school to work with the pupils.

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, regular open mornings, parent and child courses and family liaison work.

Provision of extended services, in particular, bringing parents together through parenting and family support, as well as community use of facilities for activities that take place out of school hours and out of school clubs.

Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in securing positive relations between different groups and shared communities, and that it does not disadvantage any particular sections of the community.

Policy written by Senior Leadership Team March 2022.