

# Community Cohesion Policy

## Bonneygrove Primary School



<b>Subject:</b>	Community Cohesion Policy
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<b>Approved by:</b>	Shen Hasekilerden (Chair of Governors)



## BONNEYGROVE PRIMARY SCHOOL

Bonneygrove Primary School aims to place community cohesion as a priority in everything we do. We work in partnership with our community to promote and establish strong, respectful relationships that enhance the outcomes of the families and children who attend our school.

**This policy can be read in conjunction with our:**

- Child Protection Policy
- Equality Policy
- Inclusion Policy
- Dealing with Extremism and Radicalisation Policy
- Behaviour Policy
- Anti-Bullying Policy
- Promoting British Values Policy

The curriculum of our school aims to promote the spiritual, moral, cultural, emotional, and physical development of our pupils and of society, preparing them for the opportunities and responsibilities of later life. Experiences provided by our Golden Thread enhance and support our *Broadening Horizons* ethos.

In our increasingly diverse local community, it is more important than ever that our school contributes to building a cohesive society in which we live, work, and play together.

Our school has good links with other schools and organisations in order to give our pupils the opportunity to mix with and learn with and about those from different backgrounds. Through our Safe, Kind Brilliant values and our Horizons curriculum, we promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

### **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.

### **The Bonneygrove School Community**

The term 'community' has a number of dimensions including:

- the **school community** – the pupils it serves, their families and the school staff.
- the **community around the school** – the geographical community and the people who live or work in that area.
- the **community of Britain**
- the **global community**

### **The contribution of our school**

In assessing our contribution to the community, we consider not only how our work supports integration and community harmony, but also consider where there may be scope to improve our work through a more explicit focus on the impact of activities on community cohesion.

#### **1. Teaching, learning and curriculum**

To teach pupils to understand others, to promote common 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

#### **2. Equity and excellence**

To ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

#### **3. Engagement and ethos**

To 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.

#### *Teaching, learning and curriculum*

At Bonneygrove, we strive to maintain a high standard of teaching and curriculum provision that supports high standards of attainment, without putting a 'ceiling' on what children can achieve. Our 'Safe, Kind and Brilliant' values run through our school while our assemblies, Religious Education and Jigsaw PSHE curriculum builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities, and socio-economic backgrounds. There is also consistent support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.

There is an effective voice and involvement of pupils in the organisation of the school in a way that teaches them to participate in and make a difference in their local community and beyond, through the Eco Council and School Parliament.

#### *Equity and excellence*

We continually focus on developing strategies that support us in securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential. Pupil Progress meetings and assessment points enable us to evaluate progress of different groups and to tackle underperformance by any particular group throughout the year.

We rigorously monitor incidents of prejudice, bullying and harassment, acting within agreed policies to ensure that such incidents are not tolerated, and that all children and members of our community feel emotionally and physically safe. We do not tolerate bullying or discrimination in any form and encourage our children to talk to someone if they feel they are subjected to this.

### *Engagement and ethos*

We seek to broaden the ways that we work in partnership with other schools. We look locally or further afield as a means of developing the relationships that support us in promoting community cohesion. Our teachers visit other schools to share and view good practice and our ECTs attend training sessions to support their early career development and networking. Our Year 6s also attend a secondary transition project at a local college. Furthermore, we promote competition with other schools through netball and football leagues and use a local secondary school for our swimming sessions.

### **School, home, and the community:**

Other activities and partnerships with the local and wider community include:

- Maintaining links and multi-agency working between the school and other local agencies, such as the police and social care and health professionals to safeguard our children
- Engagement with parents through Headteacher mornings, curriculum workshops, and parent consultation evenings
- The use of our website, Wisepay and social media (Twitter) to provide updates of school activities to parents and deliver messages and updates