

BRAYWOOD CE FIRST SCHOOL



Community Cohesion Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. The definition of community cohesion is:

'...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.'

Our Vision

Our vision recognises and celebrates the diversity within our catchment area and welcomes the contributions which different groups and individuals make to the community.

Community cohesion incorporates and goes beyond the concept of race equality and social inclusion. A cohesive community is one where:

- there is a common vision and a sense of belonging for all communities
- the diversity of people's different backgrounds and circumstances are appreciated and positively valued
- those from different backgrounds have similar life opportunities
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

Braywood provides 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 will work towards eliminating all discrimination, on the grounds of race, gender, 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.

Community from a School's Perspective

A key commitment of Braywood is to build and promote community cohesion within the school and wider community. The health, well-being and cohesion of our local community are important to us. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us.

The curriculum of our school should promote the spiritual, moral, cultural, social and physical development of our pupils and of society and prepare our pupils for the opportunities, responsibilities and experiences of later life.

For schools, the term 'community' has a number of dimensions including: the school community, the community within which the school is located, the community of Britain and the global community.

In addition, schools themselves create communities – for example, the networks formed by schools of the same or different faiths, or by schools that are part of the specific groups such as Windsor Sports Partnerships.

Our Community Cohesion Plans are part of the School Development Plan and are firmly embedded into our whole school planning. They are reflected in a number of other policies i.e. Equality, PSHE and our aim is to make a difference. We will involve stakeholders in action planning for effective community cohesion.

The Governing Body will take positive steps to promote good community relations and we will work towards challenging any forms of prejudice towards groups and individuals. We will assess the impact of our community cohesion programme to determine adverse or differential impact on groups or individuals.

Teaching, Learning and Curriculum

At Braywood we have a high standard 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 curriculum. This is achieved through:

- All teachers will be trained in promoting community cohesion through a diverse and international curriculum.
- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- 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.

Equity and Excellence

We should continue to focus on 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.

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

We constantly monitor incidents of prejudice, bullying and harassment and this is reflected through our provisional mapping. Monitoring pupils from particular groups are more likely to be excluded or disciplined than others is accompanied by appropriate behaviour and discipline policies in place to deal with this.

Our school admissions criteria insist on the importance of equality through our admission arrangements that promote community cohesion and social equity.

Engagement and Ethos

School to school:

We are always working towards broadening the ways that we work in partnership with other schools. Our Primary Link Teacher, Head teacher and staff are constantly building relationships which may enhance our curriculum or the children's learning experiences. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful inter cultural activities such as sport and drama.

School to parents and the community:

Good partnership activities with the local and wider community include:

- Working together with community/faith representatives, for example through mentioning 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 full extended services provision, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours, including adult and family learning, ICT and English for speakers of other languages (ESOL) classes.

School and the World

Through the implementation of the International Primary Curriculum and aiming for the International School Status will help the school address the global links for our learning curriculum and general outlook on life.

Monitoring, Evaluation and Reporting

It is the responsibility of the Head teacher to monitor and assess the implementation of this policy and the outcomes from its development. This will be done annually as part of the School Development Plan:

It is the responsibility of the Governing Body to monitor the School Development Plan and ensure that all aspects, including Community Cohesion, are being carried out and are evaluated with future targets set for subsequent years.