

Stanbridge Primary School

COMMUNITY COHESION POLICY



Signed (Chair):	Name:	Date: 11/05/15
Signed (Headteacher):	Name: Miss F Bertham	Date: 11/05/15
Ratified: by Curriculum Committee	Next Review: Term 5 (16/17)	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Community Cohesion Policy	Date:	11/05/15
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Stanbridge Primary School

Community Cohesion Policy

Rationale	<p>We believe that the school promotes community cohesion by educating our pupils to live in and contribute to a country which is diverse in cultures, religions, beliefs, ethnicities and social backgrounds.</p> <p>By community cohesion, we mean working towards a society in which:</p> <ul style="list-style-type: none"> • all communities share a common vision and sense of belonging • 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 school and in the wider community • we uphold British values.
Aims and Values	<p>Our motto is ‘Aim high and fly’. This informs and permeates all we do.</p> <p><u>Stanbridge Primary School Vision</u> At Stanbridge Primary School, children are at the heart of everything we do. Our school community flies forward together, through any weather. We strive to foster a love of learning and a passion to aim high and be world class, preparing children for life’s wonderful adventure!</p> <p>We have six core values:</p> <ul style="list-style-type: none"> • Respect • Togetherness • Uniqueness • Creativity • Pride • Curiosity
Legal duties	<p>We welcome our duties under the Equality Act 2010.</p> <p>We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.</p> <p>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.</p>
Teaching, Learning and the curriculum	<p>We see all learners as of equal value: whether or not they are disabled; whatever their ethnicity, culture, religious affiliation, national origin or national status; and; regardless of gender.</p> <p>We have high expectations of all our pupils and strive for excellence in teaching and learning. Our curriculum provision supports high standards of attainment, promotes shared values and builds pupils’ understanding of the diversity that surrounds them, encouraging them to recognise similarities and appreciate different cultures, religions or beliefs, ethnicities and socio-economic backgrounds. We provide focused support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in</p>

	<p>English.</p> <p>Our Religious Education (RE) curriculum contains a significant multi-faith dimension and the Personal, Social and Health Education (PSHE) curriculum and the SEAL (Social and Emotional Aspects of Learning) programme help pupils to recognise their feelings, develop self-esteem, value differences and to challenge prejudice, discrimination and stereotyping.</p> <p>We ensure that the school's resources (including reading materials, ICT programmes, library books and displays) are appropriate and promote diversity. We use 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.</p>
<p>Recognising and respecting diversity</p>	<p>We aim to ensure equal opportunities for everyone to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities. Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of ethnicity, culture, religious affiliation, national origin or national status, and promote positive attitudes and interaction with disabled people.</p> <p>We strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors and wider community members, stakeholders and partners.</p> <p>Effective approaches are in place to deal with incidents of prejudice, bullying and harassment. Our admission arrangements promote community cohesion and social equity.</p>
<p>Engagement and extended services</p>	<p>We strive to provide opportunities for the pupils and their families to interact with people from different backgrounds and build positive relations.</p> <p>School to school:</p> <ul style="list-style-type: none"> • We engage in partnership arrangements to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds (e.g. Sports Partnership, Downend Science Partnership). • Stanbridge Primary School belongs to a cluster of schools, which enables staff to meet and work collaboratively with colleagues in those schools to share good practice and develop ways of working to improve outcomes for pupils. • Pupils at Stanbridge Primary School often take part in sports and music festivals with other schools, giving them regular opportunities to meet and learn from and with other young people from different backgrounds. • The school takes up opportunities for our pupils to attend enrichment workshops enabling collaboration with pupils from other local schools. • Our curriculum and schemes of work include opportunities for pupils to work with children from other schools. <p>School to parents and the community:</p> <ul style="list-style-type: none"> • We strive to build a strong supportive partnership with parents through our parents' evenings, newsletters, coffee mornings, cake sales, curriculum evenings, and encouraging ongoing dialogue through home learning diaries. • We have an active Parent Teacher Association (FoS) Friends of Stanbridge which organises various community events. • We work with a Parents in Partnership Group.

	<ul style="list-style-type: none"> • We work with community representatives, for example through bringing community representatives into school to work with pupils. • We contribute to strong links and multi-agency working between the school and other local agencies, such as the Breakthrough support service, Barnardo's Parenting Support advisory service, Ethnic Minority Achievement Service, Behaviour Support Service, the police, the fire service and social care and health professionals. • We provide extended services with opportunities for pupils, families and the wider community to take part in activities which build positive interaction amongst all groups. • The school has links with community groups and organisations (such as Downend Library) and we encourage pupils to make a positive contribution in the local area. • We ensure that the pupil voice is heard and able to effect change by involving pupils in decision making and the running of the school. We have an active school council which takes on responsibilities around the school (including developing ECO Schools). Children organise and promote charitable events and take part in assemblies to educate others about the true meaning of national initiatives e.g. Children in Need. • We have links with work-place learning providers such as local secondary schools and universities and provide placements for a range of adult students.
Addressing prejudice and prejudice-related bullying	<p>The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above. These include:</p> <ul style="list-style-type: none"> • Prejudices around disability and special educational needs • Prejudices around racism, including those that are directed towards religious groups and communities, and those that are directed against Travellers, refugees and people seeking asylum • Prejudices reflecting sexism, homophobia and transphobia <p>We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.</p>
Responsibilities	<p>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; for reviewing the impact of activities undertaken to enhance work in this area; and for taking appropriate action in any cases of unlawful discrimination. 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.</p> <p>All staff are expected to:</p> <ul style="list-style-type: none"> • 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- • promote community cohesion through their work and the service they offer to the children and families of the school and wider community. <p>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. A member of the governing body has a watching brief regarding the implementation of this policy.</p>

<p>Monitoring, reviewing, assessing impact</p>	<p>Stanbridge recognises that monitoring and evaluation of equality is essential to ensure pupils are not being disadvantaged, and that monitoring leads to action planning. With this in mind, this policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination; promoting access and participation, equality and good relations between different groups; and that it does not disadvantage particular groups of the community.</p> <p>We collect stakeholders' views and also analyse and use data in 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.</p>
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