

# Lord Deramore's Primary School

## Community Cohesion Policy



*The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. (Education Act 2002, Section 78)*

*Schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups. (Race Relations Amendment Act 2000)*

### **1. Rationale**

From September 2007 all schools are under a new duty to promote community cohesion. Every school, whatever its intake and wherever it is located, is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds. As all children and young people can benefit from meaningful interaction, schools need to consider how to give their pupils the opportunity to mix and learn with, from and about those from different backgrounds, for example through links with other schools and community organisations.

This policy describes how our school gives our pupils this opportunity.

### **2. Aims**

Community cohesion means 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.

Our school's role is crucial. By creating opportunities for pupils' achievement and enabling every child and young person to achieve their potential, our school makes a significant contribution to long term community cohesion.

Cohesion is about how to avoid the corrosive effects of intolerance and harassment; how to build a mutual civility among different groups, and to ensure respect for diversity with a commitment to common and shared bonds.

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Race and faith are often seen as the most frequent friction points between communities. However, discrimination and prejudice can be experienced by other groups too.

Our school plans its curriculum to recognise, where possible, where other strands of the equalities agenda are interconnected with the aspiration to promote community cohesion. However, in our school the main focus is across different cultures, ethnic, religious or non-religious and socio-economic groups.

An audit of our current practice (2009) identified our strengths and the areas we wish to develop. This then informed our action plan. We monitored our progress towards our aims and reviewed our provision after the first year and this policy is now reviewed on a 3-yearly basis , in accordance with our programme of policy review.

### 3. The role of our school in promoting community cohesion

We believe our school has a key part to play in promoting community cohesion, in some of the following ways:

- ***Within the school***
  - Learning from our school community about the 5 different Faiths we represent
  - Having visitors from various agencies and community groups to work with the pupils
  - Encouraging community groups to use school facilities
  - Charity support (selected by pupils and staff)
  - Enabling parents and community members to feed into our policy and practice and make suggestions for improvement
- ***With other schools***
  - Sporting fixtures, both competitive and non-competitive
  - Sharing good practice (through CPD)
  - Collaborative working on projects
  - Working with international partners (global link) with parents and the local and wider community
  - Enabling parents and community members to feed into our policy and practice and make suggestions for improvement
- ***Learning, teaching and curriculum***
  - Our teaching and curriculum provision supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them.
  - Lessons across the curriculum promote common values and help pupils to value differences and challenge prejudice and stereotyping.
  - We continually develop curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork; visits and meetings with members of different communities.
  - We support pupils for whom English is an additional language and pupils from minority groups to enable them to achieve at the highest possible level.

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- **Equity**

In school there is a focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status.

There are effective procedures in place to deal with incidents of prejudice, bullying and harassment.

LA and school admission arrangements promote community cohesion and equity.

- **Engagement and extended services**

*School to school*

We hope to establish

- partnership arrangements which enable us to share good practice and offer pupils the opportunity to meet, and learn from, other young people from different backgrounds.
- links into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activity
- shared use of facilities so that pupils interact

*School to parents and the community*

Strong links are fostered and encouraged, enabling multi-agency working between the school and other local agencies eg social care and health professionals.

We promote engagement with parents through the PTA, curriculum evenings, parent and child courses, family learning etc.

We provide access to, or signpost, extended services and community use of facilities for activities that take place out of school hours.

#### 4. Further information/links

*National*

Guidance on the duty to promote community cohesion, DCSF 2007

Equality Act, 2010 Chapter 15

Race Relations (Amendment) Act, 2000

The Children Act, 2014

Our Shared Future, June 2007

Community Cohesion Education Standards for Schools, 2004

*Local*

*Cultural diversity and community cohesion – a guidance document 2008* (from EMSS – includes useful information on different groups, support available locally and a toolkit/audit to identify current practice, any gaps and action planning)

[www.yor-ok.org.uk](http://www.yor-ok.org.uk) (Service Directory for specific needs)

[yor.ok@york.gov.uk](mailto:yor.ok@york.gov.uk) (email address to request access to the YorOK Child Index)

Ethnic Minority Support Service:

Tel 554329, or email [catherine.hemmings@york.gov.uk](mailto:catherine.hemmings@york.gov.uk)

Catherine Hemmings is available to talk to school staff or to make a presentation to governing bodies

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Approved by Curriculum Committee

Meeting Date 8th December 2015