



Introduction

Kelsey School firmly believes in contributing to 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.

Kelsey School 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, gender reassignment, 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.

Linked Policies

- Inclusion
- Behaviour
- Teaching and learning
- Equality
- Accessibility
- Home School Agreement
- Social, Moral, Spiritual and Cultural (SMSC)
- Curriculum (especially PSHE and RE)

Aims

To assist the school community in promoting and supporting community cohesion, in the United Kingdom and beyond.

The health, well-being and cohesion of our local community are important to our school community. By valuing diversity, we lead the way in good practice and set an example for others to join us.

Community Cohesion Policy – Kelsey Primary School

Legal Framework

- Education Act 2002, Section 78
- Race Relations Amendment Act 2000
- The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002 introducing a duty on the governing bodies of maintained schools to promote community cohesion.

Statement of Policy

Our Values

- Diversity is strength; having many different groups, cultures, and faiths in our society makes us stronger.
- We should all work for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society.
- The different groups, cultures, faiths and ages in our society will benefit from meeting each other, listening to one another, and gaining a better understanding of each other.
- We must all work to overcome disadvantage as it is a major barrier between communities, especially where it is experienced more by one group than another.
- Racism and prejudice undermine community cohesion and must be confronted.
- Partnerships with parents, Governors and the wider community are essential to promote equality, diversity and community cohesion.

Our strategic aims and objectives:

- Our Equality Scheme will include actions linked to promoting community cohesion.
- We will involve stakeholders in action planning for effective community cohesion.
- The Governing Body will take positive steps to promote good community relations.
- We will work towards challenging any forms of prejudice towards groups and individuals.
- All teachers will promote community cohesion through a diverse curriculum.
- We will assess the impact of our community cohesion programme to determine adverse or differential impact on groups or individuals.

There are three areas where we can contribute most to Community Cohesion.

Teaching, Learning and the Curriculum

Promoting community cohesion through teaching, learning and the curriculum is clearly at the heart of this duty. Helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

Many subjects, including Citizenship, RE, History and Geography have direct relevance to promoting community cohesion and the following areas may be useful when considering this.

Community Cohesion Policy – Kelsey Primary School

Overriding all the areas below is our values program and work to promote SMSC.

Curriculum areas:

- Religious education
- PSHE

Ethos of the School:

- Equality and Diversity Policy
- Anti-bullying Policy
- Race Equality Policy
- Inclusion Policy
- Behaviour Policy
- Peer projects
- Mentoring

Access & Inclusion:

- Admissions arrangements
- Evaluating progress/attainment of different groups
- Dealing with underperformance
- Bullying, discrimination, racial incidents & behaviour monitoring

Student Voice:

- School Council

Kelsey Primary School to work towards and achieve

- Sustainable schools
- International School Award
- Rights Respecting School Award
- Healthy schools
- Fair-trade schools
- Home/school agreement
- Extended schools & services

Special Events

- Multicultural Day
- Global links through Comenius
- Visits to places of worship
- School Trips
- Residential Trips
- Guest speakers

Equity and Excellence

Striving to ensure all pupils achieve their potential, irrespective of ethnic, socio-economic or other differences. This is already a clear focus for our school and is another important aspect of promoting community cohesion.

We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from different backgrounds and their peers.

Community Cohesion Policy – Kelsey Primary School

Engagement and Extended Services

Kelsey primary school will benefit most from the involvement of local partners and other organisations.

Our school will promote community cohesion through work that will provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

Monitoring, Evaluation and Reporting

There will be an internal evaluation of this policy through:

- The school improvement plan
- Anti-bullying Policy
- Race Equality Policy
- Equality and Diversity Policy

There will be a report to each full governing body meeting on work to promote community cohesion and SMSC demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme.

This report will be published as follows:

- In the Head teacher's report to governors

Policy Information:

Date adopted by the governing body:

January 2016

Policy Written by:

Magnus Smedley (Headteacher)

Policy Review Date:

January 2021

Signed:

Chair of governors:

Headteacher:
