



Community Cohesion Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

Our local authority have a vision of "a community, with pride and belonging, where people work together in partnership and understanding to improve quality of life, for life, for all"

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

To be read in conjunction with Southend on Sea Community Cohesion Strategy, our DDA scheme, Equal Opportunities Policy and accessibility plans. See also related policies: Curriculum, Teaching and Learning, SEN, Early Years, Able Gifted and Talented, Home Activities Guidelines and all subject based policies.

1. Introduction

The curriculum of our school:

- promotes the spiritual, moral, cultural, mental and physical development of our children
- prepares our children for the opportunities, responsibilities and experiences of later life.

We consider that through our curriculum aims we are already promoting community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that the school plays an even bigger role in promoting community cohesion.

Whilst our school is characterised by ethnic, cultural, faith and linguistic diversity (even if only in small numbers) we still have a responsibility to ensure that our children learn about

an even wider cultural and community heritage, especially the wider community of the UK and the global community

We show through our ethos and curriculum that the school can promote a common sense of identity and support diversity, showing children how different communities can be united by common experiences and values.

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

Community from a school's perspective

For schools, the term 'community' has a number of dimensions including:

- the school community - the children it serves, their families and the school's staff;
- the community within which the school is located - the school in its geographical community and the people who live or work in that area;
- the community of Britain - all schools are by definition part of this community;
- The global community - our young children need opportunities to develop their understanding of this concept.

Teaching, learning and curriculum

We ensure that:

- Lessons across the curriculum promote common values and help children to value differences and to challenge prejudice and stereotyping - for example, opportunities in PSHE for children to discuss issues of identity and diversity and what it means to live together in our school and in the UK.
- A programme of curriculum based activities whereby children's understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for children for who English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of children 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 focus on securing high standards of attainment for all children from all ethnic backgrounds and of different socio-economic statuses, ensuring that children are treated with respect and are supported to achieve their full potential.

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

We will monitor incidents of prejudice, bullying and harassment. Incidents will be dealt with in accordance with our Positive Behaviour Policy and reported to the Behaviour and Safety Committee of the Governing Body.

Monitoring

The school staff and governors will regularly review activity under the key headings to ensure that this is further developed and refined.

Review

This policy was amended by staff and approved by the Governing Body in Spring 2016

It will be reviewed in line with our Key Documentation and Policy Review Timetable.