

Ashton West End Primary Academy

Community Cohesion Promotion Policy



Approved by: The Full Governing Board Date: September 2020

Last reviewed on: 11th November 2021 (Curriculum and Standards Committee)

Next review due by: November 2023

Following the Education and Inspection Act 2006, there has been a duty for schools to promote community cohesion. For our children, we aim to provide a happy, safe and caring environment where all the children are valued as individuals. We want them to be able to enjoy and achieve to the best of their ability, stay safe, be healthy, make a positive contribution to the community and to enable them to enjoy a standard of living that makes the most of their life chances and choices.

Introduction

The curriculum of our academy should promote the spiritual, moral, cultural, mental and physical development of our pupils and of society. It should prepare our pupils for the opportunities, responsibilities and experiences of later life. We carefully consider this part of our role and work in ways which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local community, it is more important than ever that our academy plays a full part in promoting community cohesion. Our academy should be a thriving, cohesive community, but it also has a vital part to play in building a more cohesive society. 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 culture, faith, ethnicity and social backgrounds. The staff and pupil populations of our academy reflects this diversity, allowing pupils to mix with those from different backgrounds. We wish to show that through our ethos and curriculum, we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values. We believe that it is the duty of our academy to address issues of 'how we live together' and 'dealing with difference' however controversial and difficult they might sometimes seem.

What is community cohesion?

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 academies and in the wider community.

Community from an Academy's perspective

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

- The academy community – the pupils it serves, their families and the academy's staff;
- The community within which the academy is located – the academy in its geographical community and the people who live or work in that area;
- The community of Britain - all academies are by definition part of this community;
- The global community – formed by EU and international links.

In addition, academies themselves create communities – for example, the networks formed by academies of the same or different faiths, or by academies that are part of the Excellence Cluster or Academic Council.

How does an academy contribute towards community cohesion?

All academies, whatever the mix of pupils they serve, are responsible for equipping those pupils to live and thrive alongside people from many different backgrounds. However, academies that are riven by divisions are less likely to perform well. For some academies with diverse pupil populations, existing activities and work aimed at supporting pupils from different ethnic or socioeconomic backgrounds to learn with, from and about each other, will already be contributing towards community cohesion. For other academies where the pupil population is less diverse or predominantly of one faith, socioeconomic or ethnic group more will need to be done to provide opportunities for interaction between pupils from different backgrounds. Just as each academy is

different, each academy's contribution to community cohesion will be different and will need to develop by reflecting:

- The nature of the academy's population – whether it serves pupils drawn predominantly from one or a small number of faiths, ethnic or socio-economic groups or from a broader cross-section of the population, or whether it selects by ability from across a wider area.
- The location of the academy – for instance whether it serves a rural or urban area and the level of ethnic, faith and socio-economic diversity in that area.

Academies need to consider how different aspects of their work already supports integration and community harmony; to take stock of what has worked well so far. Academies also need to consider where there may be scope to improve existing work through a more explicit focus on the impact of activities on community cohesion. Broadly, academies' contributions to community cohesion can be grouped under the three following headings:

- Teaching, learning and curriculum: to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Equity and excellence: to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and ethos: to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different Academies and communities locally, across the country and internationally.

What do academies need to consider in promoting community cohesion?

Academies need to consider what activities already take place within the academy and what might be arranged in cooperation with other academies. In addition, academies will want to consider their duty to promote well-being. Some of the work and activities that support community cohesion can also contribute towards the Every Child Matters outcomes of 'making a positive contribution', 'enjoy and achieve' and 'achieving economic well-being'.

Teaching, learning and curriculum

An effective academy will 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.

Academies need to ensure:

- 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 academy in a way that teaches them to participate in and make a difference in the academy, in their local community and beyond.

Equity and excellence

Academies 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.

A tracking system will enable the academy to evaluate progress of different groups and to tackle underperformance by any particular group.

Academies need to continue to monitor incidents of prejudice, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this.

The Academy's/LEA admissions criteria emphasises the importance of admission arrangements that promote community cohesion and social equity.

Engagement and ethos

Good partnership activities with the local and wider community might include:

- Working together with community representatives, for example through mentoring schemes or bringing community representatives into the academy 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 academy 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 workshops, parent and child courses and family liaison work.
- Encouraging ongoing two-way dialogue between parents and the academy in making it possible for parents to speak with and meet staff when issues arise.
- Facilitation of extended services for adults, by providing parents with information about parenting and family support and classes including adult and family learning, ICT and English for speakers of other languages (ESOL) classes.

Implementation – What do we do at Ashton West End Primary Academy to promote community cohesion?

The concept of community cohesion links into many aspects of everyday life at our school. Our school works positively towards the inclusion of all the children and the ethos of the school is one of a caring, nurturing and encouraging environment.

In School

- Curriculum activities which promote community cohesion
- SENCo working with staff to monitor children and provision mapping
- A range of high-quality interventions implemented
- Access to agencies – referral to service forms, attendance at Multi Professional Disciplinary Meetings
- Nurture/Emotional Literacy sessions available to children with emotional needs
- Circle-time
- School Council
- A wide range of extra-curricular clubs and activities
- Sports coaching and competition with other schools
- Special themed days - eg marking Black History week , Mental Health Awareness week

- Assemblies – encouragement from outside visitors and sources

With Parents and Carers

- Helping parents to access information, providing support or signposting them as to where they can seek the appropriate advice
- Staff on the playground at the beginning and end of day to allow ease of communication between parents and school.
- Initiating and supporting parents through the Family Support Process
- Financial support through Pupil Premium funding
- Parent/Teacher consultations
- Parent Workshops (Teaching & Learning)
- Sports Day
- Questionnaires
- Parent Governors
- Website
- Parent log-ins for Class Dojo
- Twitter
- Parent texting and emailing service
- Termly newsletters

With other schools

- Links with Pre-Schools and Nurseries
- Transition work between Secondary Schools e.g. visits and summer school
- Headteacher links with other schools in the area through meetings and briefings e.g.
- Sports activities/competitions with other schools in the local area
- Moderation between linked schools
- Visits from the community police officers/fire service/ambulance service/air ambulance
- Educational visits
- Inviting friends of the school to see our school productions

Beyond our immediate environment both Nationally & Internationally

- Macmillan coffee morning
- Red Nose Day
- Sports Relief
- Cash for Kids
- Children in Need Day
- Poppy Appeal
- Other charity support

Extended Services

- Before school we offer a Breakfast Club from 7.45 to 8.40am

Over the school year we aim to deliver some varied extra-curricular activities for our children such as:

Football

Dance

Netball

Gymnastics

Cricket

Multi-sports

Art/craft

Cooking

Music clubs (Choir, Recorders and Samba)

Gardening

ICT

SATs practice

Responsibilities

It is the responsibility of every member of the staff and the Governing Body to ensure that community cohesion is actively promoted. They should provide positive role models for the children who will also be expected to take responsibility for their own attitudes and behaviour. This will be endorsed through the school's ethos, the PSHE curriculum particularly by the implementation of SEAL (Social and Emotional Aspects of Learning)

Governors' Responsibilities

- To promote community cohesion as part of its leadership and management role
- To follow up any complaints with the Principal
- To assist the Principal in drawing up and reviewing the Policy and the development of Community Cohesion
- To assist in the monitoring process of the policy and development plan

Principal's Responsibilities

- To ensure that all staff are made aware of their responsibilities under the Community Cohesion Policy
- To ensure that the policy is implemented in all activities within the school
- To work with the Governing Body to monitor the implementation of the policy and action plan for Community Cohesion
- To investigate any complaints in relation to the policy and to take appropriate action

Monitoring & review

The named Governing Body will work alongside the Principal to regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Date: November 2021

Review date: November 2023