

ADDENDUM 1



COMMUNITY COHESION
POLICY

<i>Review Programme:</i>	Reviewed Autumn 2022
Date for next review:	Autumn 2025
Signed – Headteacher:	Lawrence Lee

Community Cohesion Policy

Introduction -

The curriculum at Sketchley Hill Primary School aims to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences of later life.

As a School we aim to ensure that discrimination does not take place against any pupil on the grounds of their race, colour, religion, nationality, ethnic or national origins, gender or disability.

At Sketchley Hill Primary School we believe that it is important for our school family to play a full part in promoting community cohesion. The Staff and Governors of Sketchley Hill Primary School are committed to securing a thriving and cohesive community, whilst recognising that it has a vital role to play in building a cohesive society for the future.

We believe that promoting community cohesion means working with others towards a society in which there is a common vision and sense of belonging by all.

The Community -

For Sketchley Hill Primary School, the term ‘community’ has a number of dimensions including:

- The school community – the pupils, their families, the school’s staff and Governors;
- The community within which the school is located – the school within the community of Burbage and the people who live or work in the village and local area;
- The community of Britain - all schools are by definition part of this community;
- The global community – formed by EU and international links.

Sketchley Hill Primary School’s contribution towards community cohesion -

At Sketchley Hill Primary School we consider ourselves responsible, alongside parents and carers, for equipping our pupils to live and thrive alongside people from many different backgrounds.

Teaching, learning and curriculum – We help our pupils to learn to understand others by promoting common values and the acceptance of diversity. We promote awareness of human rights and our responsibility to uphold and defend them, whilst developing the skills of participation and responsible action.

Equality and excellence – We work hard 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 – We provide a variety of means for children and their families to interact with people from different backgrounds and build positive relations; including links with different schools and communities locally, across the country and internationally.

Teaching, learning and the curriculum -

The staff of Sketchley Hill Primary School work continuously to ensure that the quality of teaching and curriculum provision 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.

At Sketchley Hill Primary School we ensure:

- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHE classes for pupils to discuss issues of identity and diversity and what it means ‘to live together in the UK’.
- Curriculum based activities will take place 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) enables them to achieve at the highest possible level in English.
- An effective voice and involvement of pupils teaches them to participate in and make a difference in school, in their local community and beyond.

Equality and excellence -

Sketchley Hill Primary School strives to secure high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that all pupils are treated with respect and supported to achieve their full potential.

The school assessment and tracking systems enable us to evaluate progress of different groups and address the underperformance of any particular group.

Engagement and ethos -

School to school:

We work in partnership with other schools, both locally and further afield. The means of developing the relationship includes exchange visits and sharing appropriate information.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport, art, music and performing.

School to parents and the community:

Good partnership activities with the local and wider community include:

- Working together with community representatives, for example through bringing community representatives into school to work with the pupils.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the fire service, local police and health professionals.
- Engagement with parents through curriculum open mornings, curriculum meetings, parents evenings and open meetings.
- Provision of extended services such as community use of facilities for activities that take place out of school hours.

Monitoring, reviewing, assessing impact -

The policy is monitored and reviewed by staff and governors to ensure that it remains effective in securing positive relations between different groups and shared communities, and that it does not disadvantage any particular sections of the community.

Through our Equality and Community Cohesion programme Sketchley Hill Primary School continues to prepare the pupils for a full and active life in the 21st century by helping to eliminate discrimination, assisting in the advancement of equal opportunities and by fostering good relations with all peoples across the school and wider community, including the global community.

We have always been proud of our pupils' connection to and work with the local community – we continue to watch with excitement as they begin to take their place in the wider world knowing that we have taught them to value the richness and variety of peoples, experiences and opportunities that will be available to them in the future.