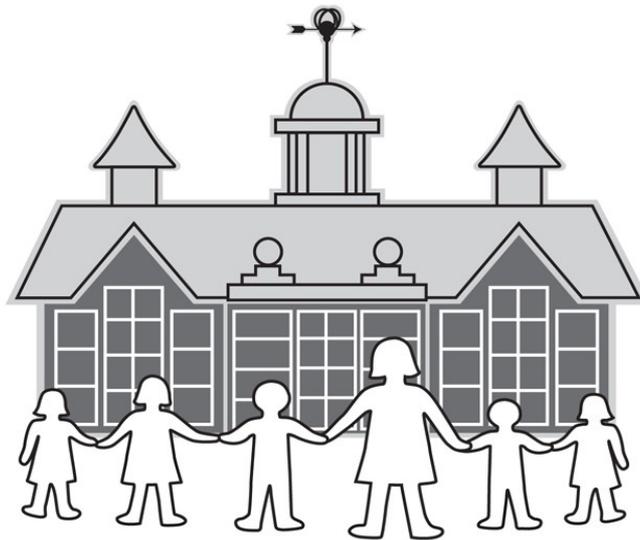


North Ealing Primary School



Community Cohesion & Citizenship Policy

Committee with oversight for this policy – Curriculum	
Policy to be approved by the Curriculum Committee	
Policy last reviewed by the Curriculum Committee	26/06/2013
Policy last ratified and adopted by Full Governing Body	N/A
Policy / Document due for review	07/2017

North Ealing Primary School Community Cohesion & Citizenship Policy

North Ealing Primary School works inclusively with our families to maximise the learning potential of all children in our community.

North Ealing School welcomes its obligations and duties under the Education and Inspections Act 2006 to promote Community Cohesion. In so doing, we recognise the close links with our duties under all key Equalities legislation including the Race Relations Amendment Act (2000), the Disability Discrimination Acts (1995 and 2005) and the Sex Discrimination Act (1975 as amended by the Equality Act 2006).

By 'Community Cohesion', we mean working towards a society with a common vision based on core moral values and a strong sense of belonging for all, where diversity is valued and where everyone recognises what all human beings share in common, that all human beings are of equal worth and where relationships across all individuals and groups are positive. We understand that we can only promote Community Cohesion effectively through recognising the inextricable links with Equality and Diversity in our policy and practice. We therefore recognise the close relationship between Community Cohesion and the Every Child Matters entitlement framework.

More specifically, in interpreting government guidance, we see the promotion of Community Cohesion as involving five core principles:

- ³⁵₁₇ Equality of opportunity
- ³⁵₁₇ Social inclusion
- ³⁵₁₇ Respect for diversity
- ³⁵₁₇ Shared moral values
- ³⁵₁₇ Active engagement with others to understand what we all hold in common

As a school, we are committed to promoting these core principles across seven aspects of Diversity based on:

- ³⁵₁₇ Socio-economic factors
- ³⁵₁₇ Ethnicity
- ³⁵₁₇ Gender
- ³⁵₁₇ Age
- ³⁵₁₇ Disability
- ³⁵₁₇ Sexual identity
- ³⁵₁₇ Faith, belief, spirituality

We recognise the emphasis placed by the DfES and Ofsted on the dimensions of Religion, Ethnicity and Socio-economic factors in defining Diversity. While giving due emphasis to these three dimensions, we have adopted a broader definition of Diversity to address the needs of all learners, promote Community Cohesion in a

comprehensive way in line with developing Equalities legislation (*see 'A Fairer Future' : the Equality Bill 2009*)

In line with government guidance, we are committed to promoting Community Cohesion based on these five core principles and across these seven aspects of diversity at four levels of 'Community':

³⁵₁₇ The school community

³⁵₁₇ The local community

³⁵₁₇ The UK community

³⁵₁₇ The global community

This policy for the promotion of Community Cohesion will be implemented across the whole school through three key areas of our practice:

³⁵₁₇ Teaching, learning and curriculum

³⁵₁₇ Equality of opportunity

³⁵₁₇ Ethos, community engagement and extended services

North Ealing Primary School is a 'Rights-Respecting School' within which we regularly refer to the universal moral values set out in the UN Convention on the Rights of the Child (UNCRC). This gives us a strong set of shared moral values which are introduced to and developed with all sections of our school community. The UNCRC provides everyone with a common language and moral frame of reference within which we can effectively address the consequences of many of our actions regarding the rights of others as well as for our own rights. This gives us all a firm basis for promoting equality and community cohesion and for respecting and celebrating diversity. We also encourage all members of our school community to see themselves as active global citizens who challenge injustice wherever and however they meet it and to take appropriate action in order to work towards a more just and sustainable world.

Teaching, Learning and Curriculum

In meeting our duty to promote Community Cohesion, we strive to ensure that all learners will enjoy opportunities to:

³⁵₁₇ Learn about the Rights of the Child and the responsibilities that these rights imply;

³⁵₁₇ Develop pride in their own identity and to learn about and develop respect for the identities of other learners, of groups in the local community, of groups in the wider UK and in the wider world based on ethnicity, socio-economic circumstances, gender, lifestyle, disability, sexual identity, age, faith and world view;

³⁵₁₇ Develop a strong understanding and appreciation of what all human beings hold in common as well as respect for the differences between them;

³⁵₁₇ Develop a positive vision of a diverse, just and equitable society:

- ³⁵₁₇ Learn about their own community, UK society (including communities which contrast with their own and global society, (including the challenges faced by the whole global community));
- ³⁵₁₇ Learn about the major world faith traditions as well as non-religious moral world views, including the communalities across faiths and world-views as well as the diversities of opinion/emphasis held within individual faith traditions;
- ³⁵₁₇ Develop skills of critical thinking (including the ability to recognise and challenge myths and stereotypes about people and places and to appreciate how people may see things from different viewpoints);
- ³⁵₁₇ Enjoy at first hand a range of cultural experiences that reflect and celebrate the diversity of UK society;
- ³⁵₁₇ To learn about how inward and outward migration have shaped UK society and how movement of people has been an enduring feature of human history that has had a positive effect on the host nations;
- ³⁵₁₇ Develop the ability to empathise with the feelings and experiences of others, including those from different backgrounds from themselves.

We will continue to strive to establish a learning environment in which all learners:

- ³⁵₁₇ Enjoy the right to full, active participation within their community, knowing that their views and ideas are taken very seriously and where their voice is heard in a sympathetic arena
- ³⁵₁₇ Feel safe, valued and respected and develop a strong, positive sense of belonging
- ³⁵₁₇ Have frequent opportunities to collaborate with others, sharing experiences, ideas and perspectives
- ³⁵₁₇ Develop skills of mediation and conflict-resolution
- ³⁵₁₇ Develop the skills of democratic decision-making

Equality of Opportunity

We will continue to strive to ensure that all learners develop their abilities and talents to the full and enjoy equality of opportunity in order to participate fully in the life of the school. To this end, we will:

- ³⁵₁₇ Regularly monitor and evaluate the academic, personal and social development of each child and of all the diverse groups that are represented in the school (including those for whom English is an Additional Language) taking effective steps ,where necessary, to address any differences in outcomes across groups
- ³⁵₁₇ Use assemblies, classroom time and meetings of staff and governors to maintain a high profile for our commitment to equality of opportunity and social inclusion
- ³⁵₁₇ Ensure that all sections of the school community, including parents, are aware of our commitment to equity for all, of our procedures for promoting these principles and for dealing with infringements; this involves ensuring that all

sections of the school community have confidence in our arrangements for tackling all forms of bigotry, racial and other prejudice, discrimination, bullying and harassment

³⁵₁₇ Regularly monitor patterns of discipline, including any exclusions by pupil group and take any action necessary to ensure equity and inclusion

³⁵₁₇ Promote the value of linguistic diversity and celebrate the diverse language skills of the school community, including heritage languages

³⁵₁₇ Take steps to enable pupils to encounter a range of positive role models , including those that do not conform to stereotypes of age, gender, ethnicity, disability and social class

Community Engagement and Extended Services

The school is fully committed to promoting cohesion within the local community and wider UK and global society. Therefore, we:

³⁵₁₇ Communicate our core values and vision of inclusion and equality to the whole school community and the wider local community

³⁵₁₇ Ensure that as a school we have full and accurate knowledge of the backgrounds of our children and their families and of the main socio-economic features of our local community and its relationship with wider UK society, using this knowledge to inform our provision

³⁵₁₇ Ensure that all pupils have opportunities to engage with members of their local community, from contrasting parts of the UK and from countries around the world; reflecting the diversity of these communities

³⁵₁₇ Ensure that the school is aware of changing patterns of migration into and from the local community and take steps to engage with and support groups that are new to the community

³⁵₁₇ Take rigorous steps to ensure that all parents and carers regard the school as open, welcoming and accessible and explore all possible ways of engaging all parents and carers and involving them in the life of the school and its local influence.

Policy implementation, monitoring and evaluation

This policy has been discussed and agreed by all sections of the school community, including the pupils. We have audited our provision for Community Cohesion and produced an Action Plan which forms part of our School Improvement Plan. Our procedures for monitoring the impact of our policy and action plan include the involvement of our pupils who play a central role in our evaluation process. The Governing Body is fully aware of its responsibilities with regard to our duty to promote Community Cohesion and a named governor leads on this issue. The Headteacher will ensure that all staff is aware of its responsibilities through appropriate professional development and guidance and that a member of the senior management team has lead-responsibility for Community Cohesion.

Our process of monitoring and evaluation will include:

³⁵₁₇ Analysis of data on pupils' academic achievement

³⁵₁₇ Detailed review of pupils' personal and social development

- ³⁵/₁₇ Analysis of pupils' involvement and participation in voluntary activities
- ³⁵/₁₇ Analysis of parents' and carers' involvement, participation and attendance at events including meetings to review pupil progress
- ³⁵/₁₇ Updating our information on the socio-economic features of our local community
- ³⁵/₁₇ Pupil-led questionnaires and group interviews
- ³⁵/₁₇ The questionnaire to parents and carers
- ³⁵/₁₇ Pupil interviews led by the lead teacher for Community Cohesion
- ³⁵/₁₇ Review of the curriculum (bi-annual)
- ³⁵/₁₇ Annual report to governors on progress with community cohesion

The School Community

To strengthen our school community we endeavour to:

- ³⁵/₁₇ Create a school ethos which is established with clear aims, objectives and rules that underpin every day practice so that a climate is created with no bullying, teasing or racist/sexist/homophobic/faith-related remarks
- ³⁵/₁₇ Make partnership arrangements with others so pupils can meet and learn from people from different backgrounds eg Y5 travelling to the Isle of Wight to meet with other communities
- ³⁵/₁₇ Use parents to talk about living in different communities and use their skills to promote learning eg talks from parents in Reception
- ³⁵/₁₇ Enable the school council to take account of pupil views eg with the monitoring of racism, bullying and playground behaviours
- ³⁵/₁₇ Participation in Citizen initiatives e.g. Y4 Street watchers
- ³⁵/₁₇ Develop an international dimension with the International Bronze Award and improve the links abroad
- ³⁵/₁₇ Provide speakers from local cultural organizations as a stimulus to class work and assemblies eg churches, mosques, temples etc

To strengthen the links with the area in which the school is based we:

- ³⁵/₁₇ Share the use of local facilities such as the park and festivals
- ³⁵/₁₇ Develop strong links with liaison officers
- ³⁵/₁₇ Work with local secondary schools and other community representatives
- ³⁵/₁₇ Engaging with parents with talks, shared coffee mornings and family link courses
- ³⁵/₁₇ Provide a wealth of extended services including sports clubs, breakfast and after school clubs and other activities to extend the experience of our pupils.

To strengthen the links with the UK community we:

- ³⁵/₁₇ Visit other area of the country to experience rural and inner city life such as the Y5 visit to the Isle of Wight, central London galleries and museums
- ³⁵/₁₇ Give our pupils experiences on residential courses and visits so they understand how to live with others
- ³⁵/₁₇ Ensure pupils are aware of national and local events that affect people's lives such as the Jubilee, the Coronation, the centenary of the school, the Olympics
- ³⁵/₁₇ Learn about different festivals in different communities eg Ramadan, Eid, Chinese New Year, Harvest, Passover through assemblies and RE lessons
- ³⁵/₁₇ Prepare pupils for active citizenship through preparation of stalls for the school fete, senior citizen's concert, special person's day.

To strengthen links with the global community we:

- ³⁵/₁₇ Encourage pupils to raise funds for those people throughout the world that live disadvantaged lives eg Love in a box, WWF,
- ³⁵/₁₇ Ensure the geography curriculum informs pupils that there are alternative ways of living eg tribal lifestyles in central Africa
- ³⁵/₁₇ Set up through the School Council so that pupils learn why they are raising funds eg Children in Need, Red Nose day.

Information on extended schools partnerships and networks is available at:

www.everychildmatters.gov.uk/ete/extendedschools

www.teachernet.gov.uk/extendedschools

Please also refer to the following school policies:

Intervention

Inclusion

SEN

PSHE

Teaching and Learning

ECM

EYFS curriculum

Equal Opportunities

Recruitment of staff and governors

Extended Schools

Other subject policies which will refer to opportunities for global education eg Geography, History

Appendix A

Success criteria	Action	Who by when and lines of accountability	Implication /cost	Evaluation strategy	Evaluation
A global aspect to our assemblies that has reference termly of the rights of the child	Adopt the United Nations Convention on the Rights of the Child to underline assembly themes	Senior Team and the Assembly Team	No immediate cost June 2014	Pupils able to draw contrasts and comparisons with global community	
School Council producing data from their own analysis	Involve School Council in the completion of the pupil questionnaire	PSHE coordinator and deputy head	Cost and time organisation June 2014	School Council having evaluation strategy in place	
Utilise and evaluate termly data on participation levels at before and after school activities	Analyse the participation levels pupil/parent data from extended school programme	Business manager and Headteacher	Collection of data termly as to numbers attending gender, socio economic factors etc. and then evaluation December 2013	Evaluation of participation rates evaluated and reported on termly	
Use contacts to have visiting faith groups at assemblies at appropriate times during the year	Build programme of visiting speakers from varied faith groups	RE coordinator and Headteacher	Collection of contacts with local faith communities and invitations to visit June 2014	Faith groups visiting at least annually and preferably termly	
Utilise data from advisory board meetings to inform the rest the school understanding and appreciation of socio economic groups in the school	Continue to build stronger links with the Children's Centre with regard to the analysis of the socio economic groups	CC manager and Headteacher	Advisory Board data analysed by the senior team in order to extend understanding June 2014	Data reported on termly and linked to school's progress in this area	

