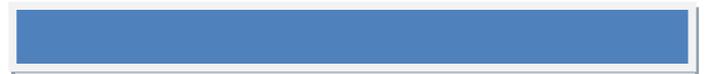


King George V Primary School



Community Cohesion Policy



September 2015

OUR GUIDING PRINCIPLES AND POLICY FOR COMMUNITY COHESION

GUIDING PRINCIPLES FOR COMMUNITY COHESION

In fulfilling our legal obligations under the 'Duty to Promote Community Cohesion', we are guided by seven principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and gender identity
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities do not discriminate but **do** take account of differences of life-experiences, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men, are recognised
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Our policies, procedures and activities will promote:

- positive attitudes towards disabled people and good relations between disabled and non-disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees/potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not employees/potential employees are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity
- with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

People affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys

ACTION PLANS

We recognise that the actions resulting from a policy statement such as this are what make a difference. Accordingly, we will ensure the actions needed to fulfil our aims are incorporated into our overall school improvement plan and self-evaluation form (SEF). The objectives which we identify will take into account national and local priorities and issues, as appropriate.

THE CURRICULUM

We keep our curriculum under review in order to ensure that teaching and learning reflect the seven principles set out above. The seven principles permeate our Curriculum Policy.

ETHOS AND ORGANISATION

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers, guardians
- working with the wider community

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

King George V Primary School is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example, anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan/s are implemented.

The headteacher is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities and are given appropriate training and support. The headteacher is also responsible for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver a curriculum, with supporting strategies, that reflect the principles in above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

This policy will be reviewed annually

Next review date: September 2016