

The Priory Primary Academy Trust
Community Cohesion Policy



January 2012

Reviewed annually by the governing body

Introduction

The ethos and curriculum of The Priory Primary Academy Trust promotes the spiritual, moral, cultural and physical development of all our pupils.

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; where responsibilities to others are shown through our actions 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.

Our community

The term 'community' has a number of dimensions in the academy, including:

- the school community
 - the pupils, their families and all school staff
- the community within which the school is located
 - the school in its geographical community, other schools in the immediate area and the people who live and work in and around Pamber Heath
- The community of Great Britain
 - all schools are by definition part of this community
- The global community
 - formed by EU and international links.

Community cohesion

We aim to create opportunities for pupils' achievement, enabling every child and young person to achieve their potential. By doing this, our school makes a significant contribution to long term community cohesion.

We seek to build an understanding of cohesion through careful curriculum planning to introduce the children to ideas of how to build a mutual civility among different groups, how to avoid the corrosive effects of intolerance and harassment and how to ensure respect for diversity with a commitment to common and shared bonds.

Although race and faith are often seen as the most frequent friction points between communities, discrimination and prejudice can be experienced by all in some form or another, including the disabled and different age and gender groups.

Our curriculum is planned, where possible, to include strands of the equalities agenda interconnected with the aspiration to promote community cohesion with the main focus being across different cultures, ethnic, religious or non-religious and socio-economic groups.

Our teaching and curriculum provision supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them including sameness and differences, challenging prejudice and stereotyping.

Curriculum-based activities and focus events enable pupils to understand community and diversity. These are enriched through visits and meetings with members of different communities.

All pupils are given a voice through for example School Council and class discussion. The hope is that all these methods will teach children of the need to participate in and make a difference in school, in their local community and beyond.

Monitoring

Effective tracking systems are used to evaluate progress of different groups and to tackle underperformance by any particular group. There are effective approaches in place to deal with incidents of prejudice, bullying and harassment and rigorous behaviour and discipline policies are in place, including links with local communities, across the country and internationally. Refer for example to Safeguarding Policy and Curriculum Policy.

In practice

General school practices and parent partnership provides a means for children, young people and their families to interact, share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds and build positive relationships, including links with different schools and communities locally, across the country and internationally.

Links are built into existing schemes of work and grounded in the curriculum with pupils working together on joint projects or activities such as, UNICEF, Day for Change etc and participating in fundraising for planned events such as "Children in Need" and emergency response to disaster.

Strong links are fostered and encouraged with all relevant services working with, and for, children, enabling multi-agency working between the school and other local agencies.

We engage with parents through newsletters, parents' evenings, curriculum evenings, assemblies, work-shadowing and our "open door" policy of working together.

The academy is one of the Tadley cluster of schools; part of the wider Basingstoke Education and Improvement Partnership. Staff from the cluster meet as smaller working groups of head teachers, curriculum managers, etc on a regular basis to share working practices and disseminate information.

This policy should be read in conjunction with all other school policies, but especially those concerned with equality, discipline, teaching and learning.