



Stoke Holy Cross Community Cohesion Policy

At Stoke Holy Cross we pride ourselves on being an inclusive school. We value each individual, their uniqueness and the contribution they can make to our school and local community. We provide a safe, caring, enjoyable and challenging learning environment. Our school takes its responsibility for educating children to live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds, very seriously. We strive to ensure that through our ethos and curriculum we promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values. We strive to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within our school, whilst promoting shared values and encouraging pupils to engage actively with each other to understand what they all hold in common.

Aims:

- to ensure our pupils have a sense of belonging in a community where everyone is working towards the same values and principles in which diversity is celebrated.
- to provide a range of opportunities through which all members build positive relationships and extend these to the wider local, national and global community.
- to promote a climate where all members of the community are valued and respected, and show tolerance and understanding of each other.
- to eliminate all forms of discrimination, on the grounds of race, gender, disability, sexuality, age, religion and belief.
- to ensure pupils are provided with the opportunity to experience, understand, celebrate and value diversity to prepare all pupils for a future world and adult life in a multi-racial, interdependent world.

What contribution does Stoke Holy Cross Primary School make towards community cohesion?

1) Teaching, learning and curriculum:

We have high expectations of all our pupils and strive for excellence in teaching and learning. Our curriculum provision supports high standards of attainment, promotes shared values and builds pupils' understanding of the diversity that surrounds them, encouraging them to recognise similarities and appreciate different cultures, religions or beliefs, ethnicities and socio-economic backgrounds.

- Our Religious Education (RE) curriculum, contains a multi-faith dimension.
- We have close links with our local church where the minister and his team help to support and nurture the Christian faith of our school community.
- Our Personal, Social and Health Education (PSHE) curriculum and the

SEAL programme help pupils to recognise their feelings, develop self-esteem, value differences and to challenge prejudice, discrimination and stereotyping.

- Our Modern Foreign Languages curriculum helps pupils to discover more about the languages, culture, geography, traditions, history of a range of mainly European countries.
- Our Music curriculum supports and promotes a broad range of music from other countries and cultures, supplemented by visiting musicians.
- We ensure that the school's resources (including reading materials, ICT programmes, library books and displays) are appropriate and promote diversity.
- We have a programme of curriculum based activities which develop pupils' understanding of community and diversity through trips, fieldwork, visits, for example to places of worship, and meetings with members of different communities.
- Assemblies promote diversity through the celebration of festivals and events from different religions. We also try to involve members of the local and wider community where possible.

2) Equality and excellence:

We aim to ensure equal opportunities for everyone to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities, and working to eliminate variations in outcomes for different groups.

- The school has developed a Disability Equality Scheme and Accessibility Plan which is regularly reviewed.
- The school monitors the achievement and progress of gender and inclusion groups and tackles underperformance.
- The school regularly reviews existing school policies and publications to ensure that all documentation is inclusive.
- We ensure that all members of staff understand and follow school guidelines on reporting any incidents relating to discriminatory behaviour.
- We monitor incidents of racism and bullying.
- We monitor and review the school's Behaviour Policy and Attendance policy, and the Sanctions and Rewards systems to ensure the inclusion of all pupils.
- We monitor pupil feedback through regular discussions and surveys.
- Our admission arrangements are in line with the School Admissions Code, which emphasizes the importance of admission arrangements that promote community cohesion and social equality.

3) Engagement and extended services.

The school seeks to provide opportunities for children, young people, their friends and families to interact with people from different backgrounds and build positive relations. We have built links with local schools and provide extended services with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

a) School to school:

- The school is part of a Sports Partnership, which gives our pupils regular opportunities to meet, learn from and with, other young people from different backgrounds, by taking part in sports festivals and tournaments with other schools in the partnership.
- The school takes up opportunities for our Gifted and Talented pupils to attend enrichment workshops enabling collaboration with other G&T pupils from schools within our school cluster.

b) School to parents and the community:

- We strive to build a strong supportive partnership with parents through our school website, parents' evenings, occasional parents' workshops, open evenings, termly curriculum information sheets and encouraging ongoing dialogue through Home/School books and an open door policy.
- We have an active Parent Association which organises various community events including the Christmas and Summer Fairs.
- The school has links with community groups and organisations such as Karate, Guitar Tuition, Dunston Lions, enabling them to play a role in the school and encouraging pupils to make a positive contribution in the local area.
- We ensure that the pupil voice is heard and able to effect change by involving pupils in decision making and the running of the school. We have an active school council and Year 6 children take on responsibilities around the school. Children organise and promote charitable events and conduct assemblies to educate others about e.g. the more serious purpose of Red Nose Day.
- We maintain strong links with local agencies such as social care, health professionals, the police and fire service.
- We have links with work placed learning providers such as City College, local secondary schools, University of East Anglia for whom we provide placements for a range of students.
- We also invite and welcome community representatives into school to work with pupils.
- Provision of extended services. In particular, bringing parents together from different backgrounds through parenting and family support, as well as community use of facilities for activities that take place out of school hours (including out of school clubs).

Conclusion:

For schools such as Stoke Holy Cross primary where the pupil population is less diverse and predominantly of one religious background, we recognise that more will need to be done to provide opportunities for interaction between children and young people from different backgrounds. Our current School Action Plan identifies areas for development to further promote community cohesion.:

MONITORING AND REVIEW

This policy has been agreed by staff and governors and will be reviewed regularly to ensure it is in line with current practices.