



## MANOR INFANT SCHOOL & NURSERY

<b>Approval By:</b> School
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<b>CHAIR TO COMPLETE</b>
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## COMMUNITY COHESION POLICY

‘Valued as Individuals, Inspired as Learners’

### Introduction

Our school and Nursery promotes our children’s spiritual, moral, cultural, mental and physical development and aims to prepare them for the opportunities, responsibilities and experiences of later life. Our children will live and work in a country which is diverse in culture, faith, language and ethnicity; it is important that our children are enabled to play a full part in a thriving, cohesive community – or to effect change where change is needed.

Through our ethos, ‘The Manor Way’, essential core values and engaging curriculum, our school can promote a common identity, while supporting and celebrating diversity. We will address issues of ‘living together’ and dealing with difference’ in a sensitive and realistic way; we will work with the local community, the Local Authority and the Police to ensure that our pupils are appropriately informed and feel safe.

### Our school and ‘community cohesion’

In a cohesive society, there is a common vision and sense of belonging; the diversity of people’s backgrounds and circumstances is appreciated and valued and similar life opportunities are available to all. There is a strong sense of identity and positive relationships.

The learners in our school and nursery should be given the opportunity to develop relationships within

- the school community – the pupils and their roles within the school, their families and the school’s staff
- the local community – the school in its geographical community and the people who live or work in that area
- communities of schools, e.g. partnership schools, elinks
- the community of Britain
- countries with immediate links to Britain (ie the EU)
- the global community

## **Teaching, learning and curriculum**

Our school and nursery will provide:

- learning opportunities that promote common values and help pupils to value differences and to challenge prejudice and stereotyping.
- activities to enrich pupils' understanding of community and diversity, through visits and meetings with members of different communities.
- support for pupils with English an additional language (EAL) to enable them to achieve at the highest possible level.
- an effective voice for pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- opportunities for discussing issues of identity and diversity
- a national and international dimension to our curriculum

## **Equality and Excellence**

Our school and nursery has a commitment to securing high standards of attainment for **all** our learners, ensuring that they are treated with respect and supported to achieve their full potential.

The school tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

- Our school and nursery will monitor record and analyse incidents of prejudice, bullying and harassment. Monitoring will include assessing whether pupils from particular groups are more likely to be excluded or disciplined than others.

## **Engagement and Ethos**

We foster opportunities to work in partnership with other schools. We look locally and further field; the means of developing the relationship may be through a link school from a different county or country. Sharing facilities also provides a means for pupils to interact and opportunities for meaningful intercultural activities such as sport and drama.

## **The Role of Governors**

As part of its legal responsibilities in promoting social cohesion, our governors will consider on a regular basis:-

- The school's impact on the community i.e. is the school exacerbating divisions or challenging them and breaking them down?
- How our school and nursery uses its own data about bullying and racist incidents to inform provision and school development.
- How we serve the wider community and help bring pupils and parents together.

- How representative our governing body is of the local community and pupils' backgrounds.
- How our school and nursery creates an ethos of inclusion in which intolerance of others is unacceptable.
- How our school and nursery actively promotes understanding and dialogue between different groups; we work in partnership with community and faith leaders?
- Any social problems which might impact adversely upon the school and nursery and how we have sought to engage key partners.
- Whether we have accessed support and good practice from within the local authority to promote social cohesion and what additional support is available.

### **Monitoring Community Cohesion**

The school and nursery staff and governors will review regularly activity under the key headings above, to ensure that cohesion is a focus. Evidence of social cohesion activities will be kept on file.

### **Examples from our school:**

#### ***The school community***

- *Involvement of parents and children together during workshops, bed time story nights etc.*
- *The POMS (PTFA) frequently meet and arrange community events such as the annual Summer Fayre.*
- *The children have a very active voice through some dynamic Young Members of the Manor Parliament who work for and represent all our children.*

#### ***The area in which the school is located....***

##### ***Manor Infant School***

- *Our school choir perform for our local church (St Mary's) community. They could also sing carols for the age concern residents or other local groups.*
- *Representatives of the school (both children and adults) could be active in maintaining links with local businesses*
- *We want to have a partnership school with whom the staff and management team are working for the benefit of both communities of children.*
- *We want our children to work with representatives from local businesses to effect changes in our school grounds.*
- *Regular links with the fire safety officers, paramedics and soldiers ensures that the children have a good link with people who help us.(annual hero topic).*
- *The local reverend (st Mary's) leads assemblies for the whole school.*
- *Year 1 and year 2 children regularly visit the Carnegie Library.*
- *During the Summer term, Year 1 will be participating in the Road Safety programme.*

***The UK community...***

- *We want to make a link with an inner London infant school. Possible web links and visits to the school.*

***The global community***

- *Where there are opportunities to support global charities, the school will participate in fundraising*
- *The school could support the Operation Christmas Child appeal*
- *Where possible, IT links could be maintained with children who move abroad*
- *Staff could use personal links to establish connections with communities in other countries.*