

HARBINGER PRIMARY SCHOOL - Community Cohesion Policy

Rationale

The curriculum for all maintained schools should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life (Education Act 2002, Section 78).

Schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups (Race Relations Amendment Act 2000).

Educating our pupils to live and contribute to a borough and a country which is diverse in cultures, religions, beliefs, ethnicities and social backgrounds is the fundamental role that the school has in promoting community cohesion.

By community cohesion, we mean working towards a society in which:-

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Aims

- To ensure our pupils to 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.

1. School Context

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 thematic approach to teaching and emphasis on Emotional Intelligence ensures the curriculum not only contains a significant multi-faith dimension, but helps pupils to recognise their feelings, develop self-esteem, value differences and to challenge prejudice, discrimination and stereotyping.
- We ensure that the school's resources (including reading materials, ICT programmes, library books and displays) are appropriate and promote diversity.

- We provide opportunities for an enriched understanding of community and diversity through class trips and visits, including a whole day out where the entire school community comes together.
- Events organised by outside agencies are supported to promote cultural understanding and we seek to build positive partnerships with all members of the local community.
- New children and their families are welcomed and supported when joining the school through a clear induction policy, pupils who leave are also supported in the various transition stages throughout their time at Harbinger.
- Assemblies promote diversity through the celebration of festivals and events from different religions, parents are invited to share in these celebrations, such as EID, Christmas, etc.

2) Equity 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 regularly reviews existing school policies and publications to ensure that all documentation is inclusive.
- The school has Disability Equality Scheme which is regularly reviewed.
- Data Tracker is used to monitor the achievement and progress of gender and inclusion groups and tackle underperformance.
- 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, any such incident is reported to the LA and governors.
- Attendance at is closely monitored with all parents/carers being contacted if their children are absent.
- Pupil feedback is monitored through the regular School Council meetings, circle times in class and surveys.
- Our admission arrangements are in line with the School Admissions Code, which emphasises the importance of admission arrangements that promote community cohesion and social equity.

3) Engagement and extended services

Harbinger 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 different schools and communities 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

- We work collaboratively with colleagues in other schools on the Island and the immediate area to share good practice and develop new ways of working to improve outcomes for pupils.
- We are part of the local Sports Partnership, which gives our pupils regular opportunities to meet, learn from and be with other young people from different backgrounds, experiencing opportunities that may otherwise be not available and taking part in sports festivals and tournaments with other schools in the partnership.

b) School to parents and the community

- We strive to build a strong supportive partnership with parents through our parents' evenings, parents' workshops, termly shows, Newsletters, assemblies with the aim of building an ongoing dialogue to support each pupil and their family during their time at Harbinger.
- We work closely with families, our Home-School Liaison Officer, Learning Mentor, the school Social Worker and a councillor; employ highly successful strategies for engaging with parents/carers, including those who might traditionally find working with the school difficult.

c) School to local authority

We value and support the Local authority and other voluntary and community organisations and recognise that they have an important role in supporting schools to discharge the duty to promote community cohesion.

d) Extended services:

We are pleased that we exceed the extended services core offer and aim to maintain and build on this in the future.

We will do this though:

- Consultation with pupils, parents, families and the wider community about the activities and services they provide to ensure they meet the needs of all groups.
- Working in clusters with other schools to build greater interaction and diversity into the daily lives of the school and wider community.
- Working with local voluntary and community groups to build stronger relationships with the community, increasing the range of activities and services we can offer and gaining expertise in working with different groups who are already established in the area.
- Embedding services and activities into the School Development Plan to ensure we support the achievement of pupils from all different backgrounds.
- Offering support for all parents through providing information, advice and parenting programmes which are designed to meet the needs of different groups.