



ASHMORE PARK

AND

PHOENIX NURSERY SCHOOLS
FEDERATION

COMMUNITY COHESION
POLICY

Senior Leadership Team/Compliance Governor(s) Review Date	22.10.2020
Governing Board Approved/Adopted	05.11.2020
Signed on behalf of the Governing Board/Committee	
Policy to be Reviewed Date	30.11.2022

INTRODUCTION

There is a duty for schools to promote Community Cohesion under the Education and Inspections Act 2006.

The curriculum of each school aims to promote a holistic approach to the development of our children and should prepare them for the opportunities, responsibilities and experiences of later life.

Every school, whatever its intake and wherever it is located, is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. The staff and pupil populations of some schools in Wolverhampton reflect this diversity, allowing pupils to mix with those from different backgrounds. Ashmore Park Nursery, unlike Phoenix Nursery, does not generally reflect the cultural diversity of the City in which we live and we need, therefore, to provide all of our children with experiences and opportunities in order to give them an awareness of different cultural identities.

We recognise that adhering to our duties is essential for achieving the five outcomes of the 'Every Child Matters' framework, and that they reflect international human rights standards as expressed in the 'UN Convention on Rights of the Child', the 'UN Convention on the Rights of People with Disabilities', and the 'Human Rights Act 1998'.

What is 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. A society in which the diversity of people's backgrounds and circumstances are appreciated and valued. A society in which similar life opportunities are available to all, 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.

Community from a school's perspective

For schools, the term 'community' has a number of dimensions including:

- the school community – the pupils it serves, their families and the school's staff
- the community within which the school is located – the school in its geographical community and the people who live or work in that area
- the wider community of the City in which the school is placed
- the community of Britain – all schools are by definition part of this community
- the global community – an understanding and appreciation of the global community.

Broadly, a schools contribution to community cohesion can be grouped under the three following headings:

- **Learning, teaching and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider experiences and eliminating variations in outcomes for different groups
- **Engagement and ethos** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, and across the City.

LEARNING, TEACHING AND CURRICULUM

An effective school will have a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and develops children's understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths and ethnicities. Opportunities for discussing issues of cultural identity and diversity will be integrated across the six areas of learning, reflecting the principles of the Early Years Foundation Stage i.e. the unique child, positive relationships, learning and development and the enabling environment.

We need to ensure that children:

- develop a sense of their own identity within their school community. This is promoted through the use of a key worker system
- develop a sense of their place within the local community. This is promoted by visits out into the local community
- are offered experiences and opportunities that develop their awareness of other cultural identities. This is promoted by the celebration of festivals from other faiths and cultures e.g. 'Diwali' and the 'Chinese New Year, and the relationship between the two schools in the Federation.

EQUITY AND EXCELLENCE

We should continue to focus on securing high standards of attainment for all children from all ethnic backgrounds and of different socio-economic statuses, ensuring that all children and families are treated with respect and supported to achieve their full potential.

Each school's tracking system will enable us to evaluate progress of different groups and to tackle underperformance within any particular group.

Incidents of racism, bullying and harassment are closely monitored each term. Appropriate, discipline and behaviour policies are in place.

ENGAGEMENT AND ETHOS

School to School - We shall seek to broaden the ways that we work in partnership with other schools both in the local learning community, schools across the City and also regionally and internationally. Improving transitional arrangements with all schools, not just the main receiver school is a focus for our Federation and we are seeking to develop the professional relationship with all local schools. Links with schools across the City will be made possible by the partnership working of our schools and another school in the City. The links with schools regionally and internationally have been made possible by participation in projects funded by Erasmus+ and the Federation will seek ways to continue to develop relationships with other settings.

School to parents and the community - Good partnership activities with the local and wider community include:

- maintaining strong links and multi-agency working between both schools and other local agencies, such as colleagues from Strengthening Families Hubs, the local business community, the police, health professionals, and early intervention support services
- engagement with parents through Parent Partnership meetings, curriculum workshops, the use of library books, and the mutual engagement of educators, parents and the extended family in assessment processes and through participation in the use of the 'Microsoft Teams App'.

Roles and responsibilities

The Governing Board are responsible for ensuring that each school complies with legislation and that this policy and its related procedures are implemented.

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

All staff are expected to:

- promote an inclusive and collaborative ethos in the setting
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the learning experiences and environment of the children
- keep up to date with equalities legislation relevant to their work.

Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and the Governing Board.